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ABSTRACT

This manual will familiarize data users with the procedures followed for data collection and processing of the base-year teacher component of the National Education Longitudinal Study of 1988. A corollary objective is to provide the necessary documentation for use of the data files. The manual provides a wide range of information on topics related to the National Center for Educational Statistics (NCES) and the study at hand. More specifically, the report includes an overview and history of NCES longitudinal studies, a general description of the data collection instruments used in the 1988 base-year study, the base-year sample design and procedures used for selecting teachers, data collection procedures as well as schedules and results, data control and data preparation activities, data processing, organization and content of the data files and means of using them, guidelines for the Statistical Analysis System and Statistical Package for the Social Sciences, and several code books of teacher questionnaire data. The target sample included 1,052 schools. Self-administered questionnaires and tests were the principal mode of data collection. The NELS:88 base-year study collected data from students, parents, teachers, and school administrators. The NELS:88 public use data files are available on four separate tapes, one for each study component. The tape for the teacher survey contains a data file based on 5,193 teacher instruments, resulting in 44,512 sets of teacher ratings and data for 23,188 of the 24,599 participating students from 1,052 schools. Seven figures and four data tables are included. Appendices include: the teacher instrument, a record layout for the teacher questionnaire, a list of critical items in the teacher questionnaire, specifications for the composite variables, and a description of related data files available from NCES. (TJH)

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

March 1990

National Education Longitudinal Study of 1988

Base Year: Teacher Component Data File User's Manual

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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

March 1990

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the base year teacher component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files.

Use of the data tape does not require the analyst to be a statistician or sophisticated computer programmer. Most social scientists and policy analysts should find the tape organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data files and how to use them. **Chapter VII and Appendix F, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix F will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 base year study.

Chapter III briefly reviews the base year sample design and the procedures used for selecting teachers. A detailed discussion of the sample design, weighting procedures, sampling errors, and analyses of unit nonresponse patterns may be found in the *NELS:88 Base Year Sample Design Report.*[1]

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and data preparation activities such as monitoring receipt of questionnaires, editing and coding, and retrieval and archiving. Data processing, including the conversion of questionnaire data to machine readable form, machine editing, and construction of the merged, clean data tapes is the subject of Chapter VI. Finally, Chapter VII describes the organization and contents of the data files and provides important suggestions for using them.

The appendices contain the teacher instrument used in the base year; a list of the critical items in the teacher questionnaire; the record layout for the teacher questionnaire; specifications for the composite variables; and a description of related data files available from NCES. Guidelines for Statistical Analysis System (SAS) users and Statistical Package for the Social Sciences (SPSS-X), as well as several codebooks of the teacher questionnaire data, constitute the final sections of the manual.

In addition to the core study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix E. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix E. They include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, and third

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1 Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R., *NELS:88 Base Year Sample Design Report* (Washington, D.C.: National Center for Education Statistics, 1990).

follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

A Note on Data Use and Confidentiality

The NELS:88 base year data is released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA ensures privacy by ensuring that respondents will never be individually identified.

Under Public Law 100-297, the National Center for Education Statistics (NCES) is responsible for protecting the confidentiality of individually identifiable respondents and is releasing this data tape to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data tape associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

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Finally, we are also grateful to those members of the staff of the National Center for Education Statistics who have worked closely with us on this project: Jeffrey A. Owings, Chief of the Longitudinal and Household Studies Branch, who served as the Project Officer for the base year study from its inception; and Anne Hafner, the Project Officer for the first follow-up of NELS:88, for her assistance in the development of the composite variables. Thanks go also to Ralph Lee, Jerry West, Peggy Quinn, and Teresita Kopka.

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Appendix K: SPSS-X Cards to Create a Course Level Subset

Appendix L: Teacher Level Subset Codebook

Appendix M: Course Level Subset Codebook

I. Introduction

1.1 Overview of the NELS:88 Teacher Component

1.1.1. Purposes of the NELS:88 Teacher Survey

The NELS:88 teacher component was designed primarily to provide teacher information that could be used to analyze the behaviors and outcomes of the student sample. The teacher survey instrument elicited information from teachers of the NELS:88 eighth graders in the four basic subject areas covered by the cognitive test battery. For each sampled student, a current teacher in each of two designated subject areas was selected to receive a teacher questionnaire. Three kinds of information were obtained: (1) teacher evaluations of the base year students' characteristics and performance in the classroom; (2) curriculum information about the classes taught to the sampled eighth graders; and (3) background information about the teachers and their schools, including both teacher demographic and professional characteristics, and information about teachers' school activities, such as parent-teacher and teacher-teacher interactions, time commitments to various tasks, and perceptions of school climate and culture.

1.1.2 The NELS:88 Teacher Sample

For a number of reasons, the NELS:88 teacher sample does not constitute a nationally representative sample of eighth grade teachers. NELS:88 teachers are selected for only the four subject matters of English, social studies, science, and mathematics. Nor do the NELS:88 teachers constitute a representative sample of teachers even in the four subject areas to which the teacher study was restricted. Though situated in a nationally representative sample of schools, the teacher sample did not necessarily include all the schools' eighth grade teachers in the assigned subject matter pair. Moreover, NELS:88 teachers were not independently selected. Their appearance in the sample depended upon their linkage to a student who was selected and subsequently participated in NELS:88. (While teacher data were often collected for student nonparticipants, these data have been systematically excluded from the teacher file.)

Though generally the NELS:88 data files have been designed to be used as weighted data sets, because of the nonrepresentative nature of the NELS:88 teacher sample, **teacher weights have not been provided**. Note too that although control cards have been supplied for keying analysis to course-level data subsets, the class data (Part II of the teacher questionnaire) do not constitute a representative eighth grade course sample in the four subject areas.

The NELS:88 teachers are a sample of the eighth grade teachers of participating NELS:88 base year students in, for each student, two of four subject matters. There were four possible combinations of subject pairs: (1) mathematics and English; (2) mathematics and social studies; (3) science and English; (4) science and social studies. One of the four subject matter pairs was randomly assigned to each base year school.

The requirement that the student be rated in two subjects brought one or two of each student's teachers into the teacher sample. In schools where one teacher taught both assigned subjects to the NELS:88 student participant, that student was rated by, at most, one teacher, although the student was rated twice (once for each of the two subjects taught to him by the assigned teacher). In schools where each of the two subjects was taught by a different teacher, the NELS:88 student participant was rated

by a maximum of two teachers. Typically (over 95 percent of the time), the student had two teachers who were asked to complete the teacher questionnaire In the remaining instances (less than 5 percent), which usually occurred in small schools, both subject reports were to be supplied by a single teacher. (Teacher survey procedures are further discussed in Chapter IV, section 4.3.3.)

Because of the near universality of the four subjects in the required eighth grade curriculum, the system of subject assignment worked well and subject substitution was not necessary. Nonresponse, however, is a source of incompleteness in the teacher records. In addition to originally selected schools that declined to participate in NELS:88, there were a few schools that agreed to participate in the student survey and some combination of other components but declined to participate in the teacher component. In schools that agreed to participate in NELS:88, including the teacher component, there were nevertheless some students who did not participate, and some teachers who did not participate. The overall coverage rate--that is, the weighted percentage of base year participating students who had a report from at least one teacher--was approximately 96 percent, while over 91 percent (unweighted) of designated teachers in participating base year schools completed a teacher questionnaire that was linkable to a base year student participant.

1.1.3 Structure of the NELS:88 Teacher Files

The teacher data file is organized at the level of student-teacher pairs. An identification code permits linkage to other files (see Chapter VII, section 7.3.1 for a fuller explanation). Because each student was to be rated twice (once in each of two subjects), the number of records (44,512) is nearly double the number of records in the student file.

The teacher file also contains student information, class information, and teacher background information, as well as composite school-level classification variables. Data from 5,193 teachers, linkable to 23,188 students, are contained in the teacher file.

While the use of student-teacher pairs as a structuring principle reflects the role of the student as the basic analytic unit in NELS:88, provision has also been made for using specially-prepared SAS (see Appendices H and I) and SPSS-X cards (see Appendices J and K) to form additional data subsets, so that teacher responses can be viewed from a course-level or teacher-level perspective. The NELS:88 teacher component codebooks have been keyed to all three levels. Thus, though the 44,512 teacher-student ratings comprise the central element of the teacher file, users can view response frequencies for the teacher level and the course level in Appendices L and M. Unlike the other three NELS:88 base year codebooks, the teacher component codebook displays unweighted frequencies only. Further details of the file structure for the base year teacher survey are given in Chapter VII.

1.2 Organization of the Data User's Manuals

Four manuals have been produced for the NELS:88 base year study, one to accompany each of the four public release data tapes--the student, parent, teacher, and school manuals. Each is designed to provide the user with general information and documentation, as well as information and documentation for use with a specific public release data tape. Thus, a user can consult any one of the manuals and find that many of the same topics are covered. This redundancy was deliberately built into each manual in order to minimize the user's need to consult more than one manual and because some analysts might be interested in one particular data tape but not the others.

1.3 Overview

1.3.1 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies is followed by a review of NELS:88.

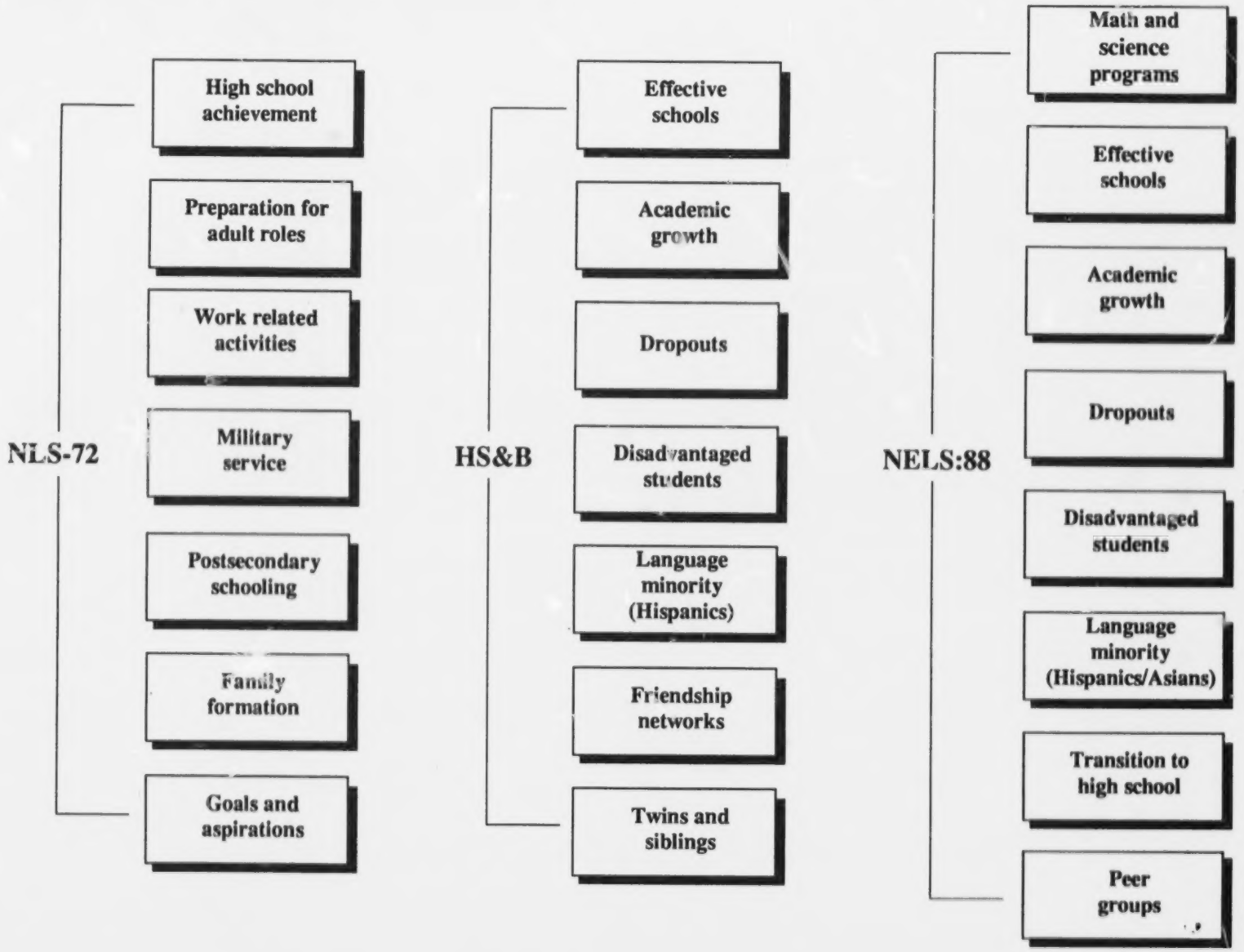
1.3.2 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems.

Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed. At the time of the first follow-up, an additional 4,450 students from the class of 1972 were added to the sample. Through intensive locating and tracking efforts, 13,912 of the 1972 base year respondents and 17,928 participants in the expanded first follow-up sample responded to the fourth follow-up in 1979. The fifth follow-up included 12,841 participants from a subsample of 14,489 respondents who participated in the base year or one of the subsequent follow-ups.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Respondents have supplied information on their self-concept, goals, and participation in political activities, and have provided ratings of their high schools.

Figure 1-1.--Development of key research issues for the NCES National Education Longitudinal Studies program



1.3.3 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond (HS&B). HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Such changes have been particularly prominent over the last decade and are clearly continuing. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on information that is reliable, relevant, and current.

Base year data collection was conducted by NORC in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. There were 1,015 public, private, and church-affiliated secondary schools in the sample and a total of 58,270 participating students. Unlike NLS-72, HS&B included cohorts of both tenth graders and twelfth graders. Since the base year data collection in 1980, three follow-ups of the HS&B cohorts have been completed, one in the spring of 1982, one in the spring of 1984, and the last in the spring of 1986.

The four NELS survey cohorts (NLS-72 seniors, the HS&B seniors and sophomores, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986 when these young adults were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students in 1990 and thereafter, and freshening the 1990 and 1992 samples, NELS:88 will provide a point of comparison with the high school classes of 1980 and 1982, and the high school class of 1972 (NLS-72). To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey will be repeated in the first follow-up of NELS:88.

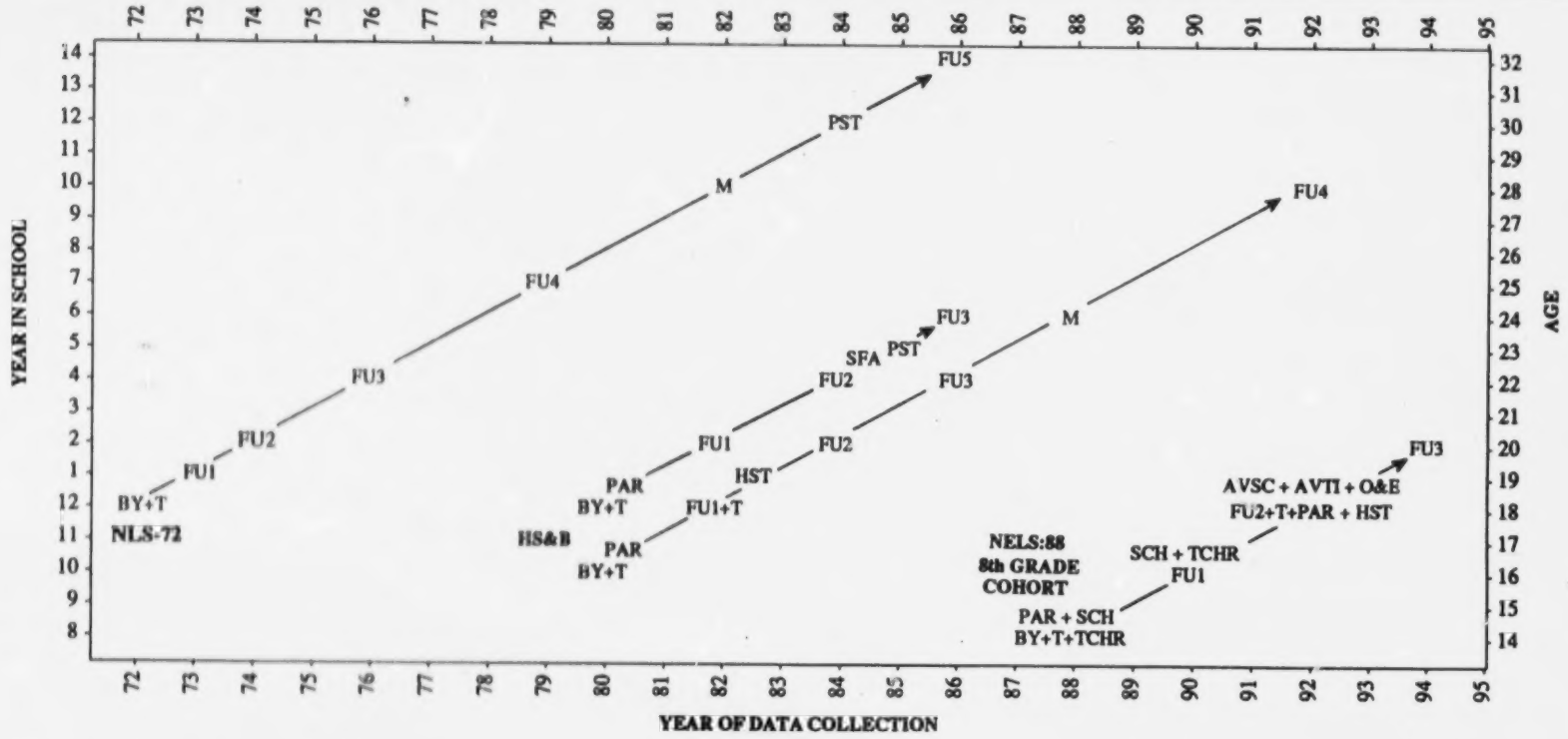
1.4 The National Education Longitudinal Study of 1988: Overview

The base year of the National Education Longitudinal Study of 1988 (NELS:88) represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into college or their careers. A 1988 eighth grade cohort will be followed at two-year intervals as this group passes through high school and into postsecondary education. Policy-relevant data about educational processes and outcomes will be collected over time, especially as it pertains to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

1.4.1 NELS:88 Study Objectives

NELS:88's objectives are more comprehensive than those of any education longitudinal study to date. Its major features include the planned integration of student, parent, teacher, and school studies; the initial concentration on eighth grade student cohorts with planned follow-up at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and design linkages to previous longitudinal studies and other current

Figure 1-2.--Research design for the National Center for Education Statistics' National Education Longitudinal Studies program



NLS-72	= National Longitudinal Study of the High School Class of 1972
BY	= Base year data collection
T	= Cognitive test administration
FU1	= First follow-up data collection
FU2	= Second follow-up data collection
FU3	= Third follow-up data collection
FU4	= Fourth follow-up data collection
M	= Maintenance of address data
PST	= Postsecondary education transcripts
FU5	= Fifth follow-up data collection

HS&B	= High School & Beyond: 1980
BY	= Base year data collection
T	= Cognitive test administration
FU1	= First follow-up data collection
FU2	= Second follow-up data collection
FU3	= Third follow-up data collection
FU4	= Fourth follow-up data collection
M	= Maintenance of address data
PST	= Postsecondary education transcripts
PAR	= Survey of parents
HST	= High school transcripts
SFA	= Student financial aid records

NELS:88	= National Education Longitudinal Study of 1988
BY	= Base year data collection
T	= Cognitive test administration
TCHR	= Survey of teachers
PAR	= Survey of parents
SCH	= School administrator survey
FU1	= First follow-up data collection
FU2	= Second follow-up data collection
O&E	= Offerings and enrollment data
AVSC	= Area vocational school augmentation
AVTI	= Area vocational/technical institute, teachers
HST	= High school transcripts

studies. Underlying these various features is a central theme that education in America must be understood as a lifelong process enmeshed in a complex social context.

Several priorities have guided the research objectives of NELS:88. First, since the primary research objectives of this study are longitudinal in nature, survey items have been selected for their usefulness in predicting or explaining future outcomes as measured in later survey waves. Second, the priority for base year questionnaires was to obtain valuable cross-sectional data, wherever this objective proved consistent with the longitudinal requirements of the survey. Third, the study provides data for the analysis of point estimates of student achievement that may be cross-sectionally related to factors such as school type, programs, family characteristics, and the like.

Of equal importance are the policy objectives that NELS:88 is designed to serve. The study is intended to produce a comprehensive data set for the development and evaluation of educational policy at all governmental levels. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system across time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues, including: identification of school attributes associated with achievement; the transition of different groups from eighth grade to secondary school; the influence of ability grouping on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the unique features of the NELS:88 study is the extensive attention it gives to the role of parents. It gathers data on the effect of parents' attitudes and behaviors on educational choices, the correlates of active parental involvement in the school, parental guidance, and the parents' role in the educational success of their children. Figure 1-3 provides a guide to the linkage between the NELS:88 questionnaire items and some of the key policy issues related to school research.

1.4.2 Base Year Study Design

Four study components constitute the base year design: surveys and tests of students, and surveys of parents, school administrators, and teachers. A student questionnaire gathered information about basic background variables and a range of other topics including school work, aspirations, and social relationships. Students also completed a series of curriculum-based cognitive tests that used item overlapping methods to measure ability and its growth between eighth and twelfth grades in four achievement areas--reading, mathematics, science, and social studies (history/government). One parent of each student was asked to respond to a parent survey intended to gauge parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Selected teachers (in two of the four subject test areas) of each sampled student completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices. Finally, a school administrator questionnaire was completed by school principals. It was used to gather descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and offerings. Figure 1-4 illustrates the four components of the base year design as they apply to determinants of learning.

A two-stage stratified probability design was used to select a nationally representative sample of schools and students. The first stage resulted in 1,734 school selections with 1,052 participating schools, including 815 public and 237 private schools. The second stage produced a random selection of 26,435 students among sampled schools, resulting in participation by 24,599 eighth grade students.

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research

I. Social capital/Parent involvement/ Community involvement

ISSUES

Active parental involvement, school policies and environment related to parental involvement, parental choice in school, parental networks and interactions.

STUDENT

S	34	Education level of parents
S	37	Parent participation at school

SCHOOL

SCH 37	Student test results provided to families
SCH 46	Available extracurricular activities
SCH 47	School climate/school policy enforcement

II. Equity/Access/Choice

ISSUES

Academic programs/school climate/admissions practices/PSE access/SES and ethnicity/junior high access/equal teaching quality and practices/A.P. and honors courses/remedial classes/student choices

STUDENT

S	20	Language use
S	31	A-D Race, ethnicity
S	57-59	School climate
S	66	Advanced courses
S	68	Gifted/talented programs

SCHOOL

SCH 4	Type
SCH 5	Major program orientation
SCH 13	Ethnicity
SCH 14	Percentage of students in single-parent homes
SCH 15	Percentage of students LEP (Limited English Proficiency)
SCH 16	Remedial and special programs
SCH 24	Assignment of students to the school
SCH 25-28	Admission procedures
SCH 33	Percentage of students with financial aid
SCH 34	Family ability to pay for tuition
SCH 35	Eighth grade scores used for high school admission
SCH 39	Minimum academic instruction required
SCH 40	Gifted/talented program

III. School effectiveness

ISSUES

Influence of size and school on outcomes, student body ethnicity and SES level effect on outcomes, effect of school type and affiliation on outcomes, school climate effect on outcomes, staff and curriculum effect on outcomes

STUDENT

Cognitive test scores

S	81	Self-reported grades

SCHOOL

SCH 2	School enrollment
SCH 6	Length of school year
SCH 10	Nominated tenth grade
SCH 11	Average daily attendance
SCH 12	Dropout/migration rate
SCH 17	Number of full-time teachers
SCH 18	School structure for instruction
SCH 19	Teacher base salary
SCH 21	Teacher degree level
SCH 38	Retention reasons
SCH 45	Bilingual classes
SCH 47	School climate
SCH 48	School policies
SCH 49	Discipline and other problems

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research--Continued

I. Social capital/Parent involvement/ Community involvement

PARENT		
P	30	Parent education level
P	45	Parent request to retain child in school
P	54, 56	Parent involvement in course selections
P	57	School contact with parent about child
P	58	Parent contact with school about child's performance
P	59	Parent participation in school organizations
P	61	Outside community activities with child
P	62	Parent knowledge of child's friends and their parents
P	63	Nonschool activities of child
P	66	Parent time talking with child about school
P	67	Talk with child about high school plans
P	68	Talk with child about postsecondary plans
P	69	Parent time helping child with homework
P	85	Parent involvement with financial aid and scholarships

II. Equity/Access/Choice

PARENT		
P	10	Race, ethnicity
P	34, 80	SES level
P	38	Child's attendance at preschool
P	48	Child's participation in special programs
P	52	Child in gifted/talented program
P	70	Computer in home that child uses
P	82	Money available for educational expenses
P	84	How much money earmarked for student's postsecondary education
P	22	Language spoken in the home

III. School effectiveness

PARENT		
P	34, 80	SES level
P	57	School contact with parent
P	74	Parent opinion of school's effectiveness
P	75	Parent satisfaction with school curriculum
P	76	Parent opinion of child's schooling future

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research--Continued

I. Social capital/Parent involvement/ Community involvement

TEACHER

T.	III-26	Problems with school policies as related to student, community, and parent: illegal drugs, weapons, assault, robbery, vandalism, etc.
T.	III-30	Teacher time spent communicating with parents
T.	III-31	How many students' parents does teacher talk to

II. Equity/Access/Choice

TEACHER

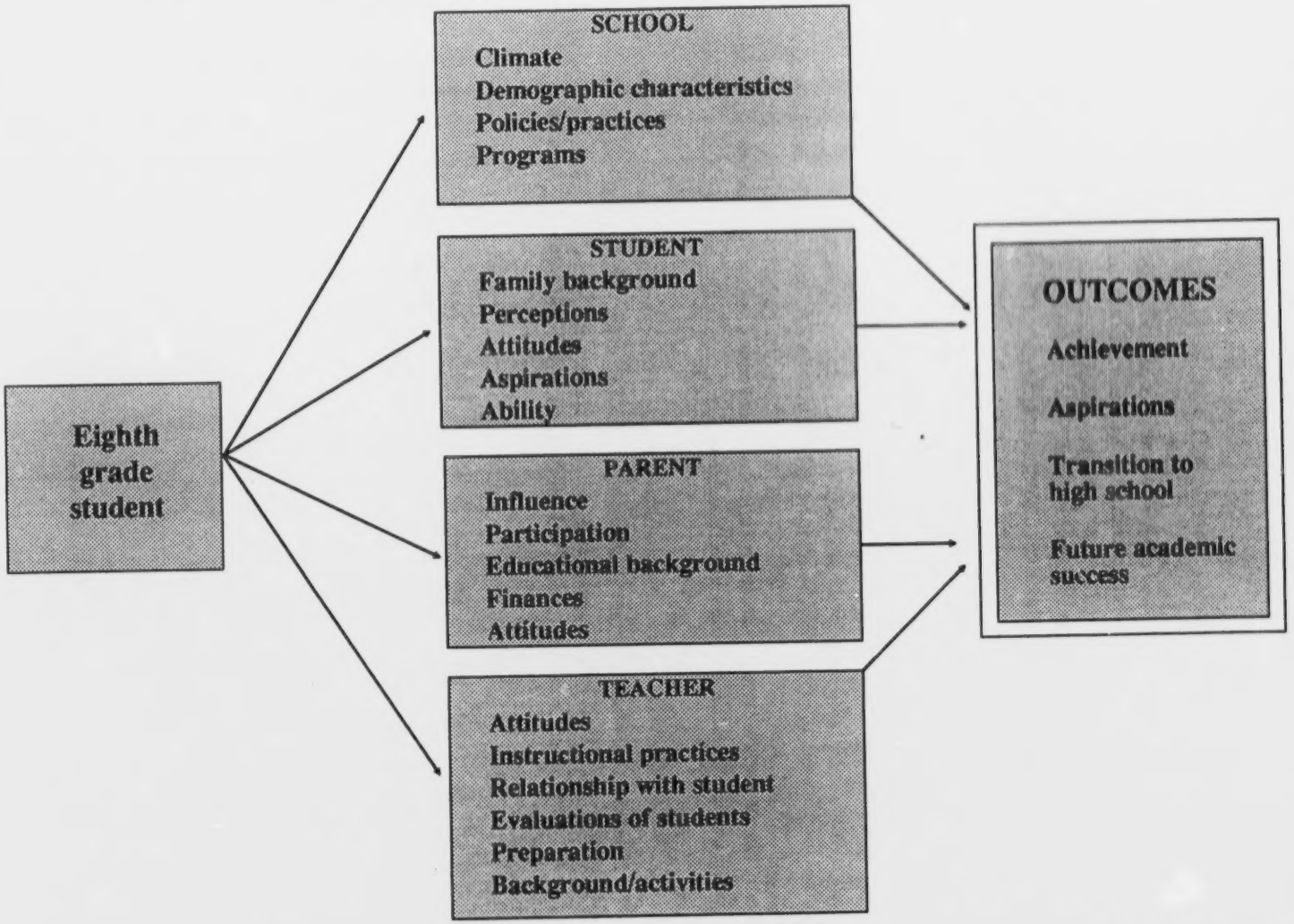
T.	I-11	Teacher perception of student as a language minority student
T.	I-12	Teacher perception of student as Limited English Proficiency student
T.	II-16	Teaching practices in the classroom
T.	II-17, 29	Teaching methods for specific subjects used in the classroom
T.	III-4	Years of teaching experience
T.	III-6	Type of teaching certificate
T.	III-19	Amount of in service education in past year
T.	III-21	Instruct in gifted/talented program
T.	III-27	Holding a second job
T.	III-30	Time spent outside school hours on teacher activities such as planning classes, correcting papers, coordinating curriculum, etc.
T.	III-32	Percentage of students using microcomputer for instructional material

III. School effectiveness

TEACHER

T.	I-(2-9)	Teacher rating of student's academic performance and participation in class
T.	II-3	Class size
T.	II-14	Teacher adequacy
T.	III-8	Highest academic degree held
T.	III-10	Major and minor fields of highest grade degree
T.	III-18	Employment status in the school system
T.	III-28	Number of days absent from teaching
T.	III-29	Number of supervisory visitations
T.	III-33	How does teacher make use of microcomputer for student instruction

Figure 1-4.--Illustrative research topics from NELS:88 determinants of learning



On average, each of the participating schools was represented by 24 (regular) student participants. Chapter III provides additional detail about the NELS:88 base year core sample.

The student constitutes the basic unit of analysis in the NELS:88 study and sample design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data set (which includes results of both the student questionnaire and cognitive tests). Even though each data set can be analyzed separately, only the student and school data sets constitute representative probability samples. Additional information about the NELS:88 base year sample design is provided in Chapter III and in the *NELS:88 Base Year Sample Design Report.*[2]

NORC, the prime contractor for NELS:88, was responsible for designing--and working with NORC subcontractors to design--the five survey instruments. Specifically, NORC was responsible for designing the student questionnaire, while the Educational Testing Service (ETS), an NORC subcontractor, assumed responsibility for developing the eighth grade tests. The parent questionnaire was developed jointly by NORC and ETS. Both the teacher and school questionnaires were designed in cooperation with Westat, another NORC subcontractor. NORC conducted the student and parent data collection. NORC also collected teacher and school administrator questionnaires on the date of the in-school student survey. Westat was responsible for nonresponse follow-up and the retrieval of missing items for both the teacher and school questionnaires.

1.5 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year study and enrich it through a variety of means. This involved supplementing the initial school and student surveys with teacher and parent surveys, augmenting the state samples by adding schools and students, and sponsoring oversamples of specific student groups. Sponsorship also took the form of adding questions to one or more of the data collection instruments or sponsoring instrument supplements for administration to all respondents or specific groups of them.

1.5.1 Sample Supplements and Augmentations

Sample supplements and augmentations were sponsored by various sources. The U.S. Department of Education provided major funding for the parent component of NELS:88 and, with the National Science Foundation (NSF), cosponsored the teacher component. The U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) provided funds for oversampling Hispanic and Asian-Pacific Islander students, thereby adding approximately 2,200 students to the sample. Gallaudet University also sponsored a special oversample of hearing-impaired students who were enrolled in Individualized Education Programs (IEP) and mainstreamed in English or mathematics classes.

All four instruments and the eighth grade tests were administered to the core sample and oversampled populations in an identical fashion.

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2 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

1.5.2 Instrument Supplements

The NCES core instruments--the student questionnaire, the parent questionnaire, the teacher questionnaire, and the school administrator questionnaire--were supplemented in various ways by federal agencies and educational institutions.

The National Science Foundation (NSF) sponsored the teacher questionnaire supplement, while the U.S. Department of Education sponsored the parent questionnaire supplement. NSF also sponsored mathematics and science items on the student, parent, and school questionnaires. Other federal agency sponsors included: the National Endowment for the Humanities (NEH), which sponsored questions about the humanities and history in the student, parent, teacher, and school questionnaires; the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA), which added questions about minority language use patterns and bilingual programs in the student, parent, teacher, and school questionnaires; and the U.S. Department of Education's Office of Planning, Budget, and Evaluation (OPBE), which sponsored questions about gifted and talented programs in the student, parent, teacher, and school questionnaires.

Gallaudet University sponsored the collection of audiological data about hearing impairments for sampled students enrolled in Individual Education Programs (IEPs). This audiological data is not included on the public release data tapes.

1.5.3 Related Studies

Appendix E contains descriptions of related NELS:88 enhancements, state augmentations, and supplements, as well as related education studies available through NCES.

1.6 NELS:88 Base Year Public Release Tapes

Four public release tapes have been produced for the NELS:88 base year study, one for each study component--the student, parent, teacher, and school. Each tape includes a data file based on the core sample, which consists of 24,599 participating students from 1,052 participating schools. In addition, 22,651 parent questionnaires and 1,035 school administrator questionnaires were collected, along with 5,193 teacher questionnaires with teacher ratings for 23,188 participating students. Public release tapes and user's manuals can be obtained through NCES. State augmentations and supplements do not appear on the NELS:88 public release tapes. Appendix E (and NCES) should be consulted for additional information about the documentation for NELS:88 augmentations, supplements, and enhancements.

II. Data Collection Instruments

The data collection instruments for the NELS:88 base year study consisted of four separate questionnaires and a battery of eighth grade tests.

All four NELS:88 questionnaires were designed to provide continuity and consistency with earlier education longitudinal studies. Where appropriate, NELS:88 drew from NLS-72, HS&B, and other current NCES studies--in particular, the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study--in order to ensure a common standard of measurement that would permit comparisons and maximize the utility of NELS:88 data. Figure 2-1 provides a comparative overview of the specific content areas covered by each of the NELS:88 base year questionnaires.

A brief description of the contents of the data collection instruments used in the NELS:88 base year follows.

2.1 Student Questionnaire and Eighth Grade Tests

A 45-minute self-administered student questionnaire was completed by eighth grade students in the classrooms of their schools. The student questionnaire was designed to collect information about a wide range of topics, including the student's and parents' background, language use, family background, perceptions of self, plans for the future, jobs and household chores, school life, school work, and school activities.

Students also completed a series of cognitive tests, which were administered in a single group session. The combined tests included 116 items to be completed in 85 minutes. The eighth grade tests are described briefly below:

Reading (21 items, 21 minutes): consists of five short passages followed by comprehension and interpretation questions.

Mathematics (40 items, 30 minutes): consists of quantitative comparisons and other questions assessing mathematical knowledge.

Science (25 items, 20 minutes): questions assessing science knowledge and scientific reasoning ability.

History/Government (30 items, 14 minutes): questions assessing knowledge of U.S. history, civics, and government.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery. In order to facilitate comparisons with test data from other national studies, NELS:88 borrowed or adapted a number of test items from NAEP and from earlier education longitudinal studies. Properties of the tests and the test item reliabilities are discussed in ETS's report, *Psychometric Report for the NELS:88 Base Year Test Battery*,[3] which can be obtained from NCES.

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3 Rock, D.A., and Pollack, J.M., *Psychometric Report for the NELS:88 Base Year Test Battery* (Washington, D.C.: National Center for Education Statistics, 1990).

Figure 2-1.--Content areas in NELS:88 base year questionnaires

Content Category	Student	Parent	Teacher	School
Constitutional factors	Student's sex, birth date	Responding parent's sex, birth date	Teacher's sex, birth date	
Race/ethnicity	Self-reported race/ethnicity	Parent's race/ethnicity	Teacher's race/ethnicity	School(student/faculty) race/ethnic composition
Characteristics of home	Number of brothers and sisters	Number of brothers and sisters, marital status of parents, religion practiced at home, language spoken at home	Identification of students who may have problems relating to home environment (e.g., limited English proficiency, health)	Percent of students in single-parent homes Percent of students with limited English proficiency
Socioeconomic status	Parental occupation and education; items in home (e.g., computer, VCR)	Parent occupation, income, education		
Work status	Jobs or chores done for pay	Parental employment status	Teacher employment status	
Opinion values	Self-concept Locus of control Opinions of self		Teacher impressions of sampled student	
School characteristics				School type (e.g., public, private; major program orientation); days in school year, class periods in days
School atmosphere	Self-reported attitude toward alcoholism, illegal drugs, and other problems in school; school discipline in classes	Parent's attitudes toward atmosphere, standards, and policies	Teacher attitudes towards drugs; verbal and physical abuse of teachers and other problems in the school	Teacher morale, structure and competitiveness of grades, physical conflicts of students, robbery, thefts, and verbal abuse
School work	Self-reported tardiness, absenteeism, homework, attitudes towards mathematics, social studies, and science	Contact from school about student's performance and curriculum; help given by parent to child with homework; use of computer in home	Homework assigned, instructional methods and materials used, student tardiness, and absenteeism; content areas covered in English, mathematics, social studies, and science	Student tardiness, absenteeism, degree to which students are expected to do homework

Figure 2-1.--Content areas in NELS:88 base year questionnaires--Continued

Content Category	Student	Parent	Teacher	School
School performance	Self-reported grades; performance in mathematics, science, English, and social studies sections of the NELS:88 cognitive test battery	Parental expectations for child's grades	Teacher impressions of student achievement	
Guidance	Student-reported availability of counseling (for education plans, jobs, careers, drug abuse, etc.) given by school employee, adult relative, or friend	Parent talks at home with child about school, high school plans, or homework		Availability of guidance counseling for students in school
Special programs	Participation in special programs (e.g., gifted and talented, special education)	Physical and mental limitations of students; special services rendered (e.g., for gifted and talented or special needs student)	Teacher involvement and satisfaction with gifted and talented programs	Special services (e.g., gifted and talented programs)
After-school supervision	Parental supervision	Parental supervision; after-school childcare arrangements		
Involvement with community	Family life, cultural experience, participation in neighborhood programs	Family life, activities in community (e.g., borrows books from library, attends concerts, museums, participates in community-based groups)		
After-school activities	Extracurricular activities; outside-school classes and clubs	Student enrollment in outside school clubs		
Life goals, educational and occupational	Student and parent expectations of how far in school student will advance; student's desired occupation	Parental expectations of educational attainment of child		
Financial assistance		Proposed financial aid for future education		Percent of students receiving aid in school

2.2 Parent Questionnaire

A self-administered 30-minute questionnaire was completed by one of the student's parents on about the same date that the student questionnaire and eighth grade tests were administered. The instructions in the questionnaire and accompanying letter directed the most knowledgeable parent (or guardian) to complete the questionnaire. The most knowledgeable parent was defined as the parent who knows the most about the student's educational activities and related behaviors. In accordance with this definition, the respondent was self-selected.

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. These data will allow analysis of the effect on student educational outcomes of parental behaviors concerning student course selection, long-range educational planning, participation in school activities and nonschool extracurricular activities, and the establishment of discipline at home. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student may not be familiar, such as parental education and occupation, and contained more sensitive items relating to income and religious affiliation. The questionnaire also included a section that gathered information to be used in locating the respondent for subsequent follow-ups. English- and Spanish-language versions of the questionnaire were made available to parents.

The object of the parent questionnaire was to provide data that could be used primarily in the analysis of student behaviors and outcomes, and only secondarily as a data set by itself. Parent questionnaires were administered to one parent of each student in the core sample.

2.3 Teacher Questionnaire

A self-administered teacher questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four test subjects (mathematics, science, reading, and social studies).[4] It is important to note that the teacher survey was designed primarily to obtain student-level data, as reported by teachers, pertaining to specific eighth grade students and the courses in which they were enrolled. Although some teacher-level data were collected, the primary emphasis was on information that may help account for the subsequent educational development of the sampled students. Issues that received principal consideration included the quality, equality, and diversity of educational opportunity, and the effect of these factors upon individual development and educational and career outcomes.

The teacher questionnaire was designed to collect information in three areas: teachers' perceptions of the sampled students' classroom performances and personal characteristics; curriculum content of areas that they teach; and teachers' background and activities. Teachers were asked to respond to the questionnaire items in relation to a specific list of sampled eighth grade students enrolled in their classes. The contents of these three sections are described below.

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4 Section 4.3.3 provides additional information about the selection procedures for teachers and the assignment of subject combinations to schools.

Part I, Student Information, asked the teachers to indicate which of the sampled students they had had in their classes during the 1987-88 academic year, and for those students enrolled in their class(es), to indicate whether or not the student had various school-related problems and handicaps.

Part II, Class Information, required the teachers to respond to a series of course-related questions regarding a distinct set of classes they had been identified as teaching to one or more of the sampled students. Subsections of items within this segment of the questionnaire applied to the four specific curriculum areas (i.e., mathematics, science, English, and social studies), enabling teachers to respond to these subsections as appropriate.

Part III, Teacher Background and Activities, requested teachers to provide general background information about themselves and their school.

NORC's subcontractor, Westat, prepared the teacher questionnaire under the direction of NORC and NCES.

2.4 School Administrator Questionnaire

A self-administered 40-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school administrator designated by the principal. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and practices; the school's grading and testing structure; school programs and facilities; parent involvement in the school; and school climate.

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. The school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school policies. The information obtained through the school administrator questionnaire provides supplemental information to that provided by the student questionnaire, so that student outcome and achievement data can be considered in terms of the educational setting. School-level data will provide a basis for distinguishing patterns among eighth grade schools as they relate to the transition of students to the tenth grade and beyond. NORC and its subcontractor, Westat, collaborated in designing the instrument.

III. Selection of Teachers

This chapter describes the procedures used for selecting teachers into the NELS:88 base year sample. It is important to realize that teachers were not sampled using probability methods but entered into the sample because they happened to teach one or two of four selected courses (mathematics, science, English, and social studies) to one or more of the sampled eighth grade students. This chapter will briefly discuss the sampling procedures used in the selection of students and then will discuss in more detail the assignment of courses to schools and the identification of teachers. A full report of the NELS:88 sampling procedures can be found in the *NELS:88 Base Year Sample Design Report.*[5]

3.1 Base Year Sample Design

The base year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth grade enrollment. In addition, schools were oversampled in certain special strata. Within each school approximately 26 students were randomly selected (typically, 24 regularly sampled students and 2 OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. From a national frame of about 39,000 schools with eighth grades a total of 1,734 schools were selected, of which 1,052 participated. Thus the target sample size of 1,032 schools was achieved and in fact surpassed. The *NELS:88 Base Year Sample Design Report* explains rules used for excluding schools and students from the sample.

3.2 Procedure for Selection of Teachers

All full- and part-time teachers who were teaching classes in mathematics, science, English/language arts, and social studies to eligible eighth graders in the winter-spring of 1988 were included in the NELS:88 universe of eighth grade teachers. The actual sample was restricted to teachers who provided instruction in the four subject areas to the selected sample of eighth grade students within the sampled schools. Thus there was no need to construct a formal universe list of eighth grade mathematics, science, English and social studies teachers prior to their selection. In cases where the teacher had changed between the autumn and spring terms, the spring term teacher was designated as the preferred respondent.

In general, the teacher survey sample was designed to build upon a national sample of schools and a sample of eighth grade students in the participating schools. To achieve the objective of "linking information from the teacher to data about individual students in the NELS:88 sample," two teachers were identified as respondents to the teacher questionnaire for each student.

Selection of respondents to the teacher questionnaire for each student was based on the assignment of two curriculum areas per school included in the NELS:88 base year sample. Specifically, each of the sample schools was assigned one of the following combinations of curriculum areas:

science and English

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5 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

- science and social studies
- mathematics and English, or
- mathematics and social studies

Each sampled student's current teacher in each of the two designated curriculum areas was selected to receive a teacher questionnaire.

The assignment procedure was designed to ensure approximately balanced representation of the four combinations of curriculum areas across the sampling variables of school type and levels of urbanicity and/or minority population. Additionally, there was an attempt to balance assignments within geographical categories and by school size. Finally, the assignment process was intended to ensure representation of mathematics or science and English or social studies in all base year sampled schools.

Once the data file listing all sampled schools was compiled, it was sorted in the order of sample selection; that is, by geographical category within school type, then by urbanicity/minority level, by whether the school was selected initially as a sample school or a replacement school, and finally by a measure of size. Next, the four curriculum combination areas were ordered in a random sequence and the start combination randomly selected. This start combination (mathematics and social studies) was assigned to the first school in the sorted listing, and curriculum combination areas were assigned to the schools in repeating cycles of the sequence (i.e, mathematics and social studies, mathematics and English, science and English, and science and social studies).

Following the assignment of curriculum combination areas to sampled schools and the selection of the student sample in a participating school, a matrix of student-subject-teacher information was obtained from school records. A class schedule form used in the teacher-respondent selection process contained 30 rows (one per sampled student) and two columns (one for each assigned curriculum area). For each cell in the form, that is, for each student-curriculum combination (subject), the following information was entered:

- class identification (e.g., usually period number or hour)
- course title, and
- name of the student's current teacher in that subject

In completing the teacher matrix, the school coordinator was asked to report the current teacher, or where there were multiple current teachers, to report the teacher who had the greatest assigned responsibility for teaching the sampled student. The assignment of subject matter pairs to schools ensured that data were collected from two teachers of each student (assuming more than two teachers for the eighth grade class, and that both the student's teachers chose to participate in the study) and that survey response burden for teachers in the school was limited.

Because of the near universality of the four subject matters in the required curriculum of the eighth grade, virtually all sampled students were enrolled in classes in the assigned subject combination during some portion of the 1987-88 school year. Thus no subject substitution was necessary. However, occasionally, a student was enrolled in more than one spring term class in a particular

subject. When this was so, the following decision rule was invoked to determine which class would be entered on the teacher matrix: when there were two or more candidate classes in the same subject for a given student, the course in which the student spent the most class time between the start of school and Survey Day was selected. If this rule was not sufficient to eliminate all but one of the candidate classes, the class that involved the most advanced subject matter was selected. Other cases were encountered in which there was more than one teacher for a designated class (for example, team teaching arrangements). In these cases, the teacher with the greatest assigned responsibility (identified from the class schedule form) was chosen to complete the teacher questionnaire.

The use of this sampling scheme for the NELS:88 base year resulted in the identification of varying numbers of teacher-respondents per participating school ranging from 1 to 19, with an average number of 5.5 per school. It should be noted that the resulting NELS:88 base year sample of teacher-respondents to the teacher questionnaire does not constitute a statistical or representative sample of eighth grade teachers for analysis and reporting purposes. Rather, the results of this questionnaire are intended to provide information about student-related characteristics, teacher practices, and curriculum exposure which may affect longitudinal student outcomes. It should also be noted that once data collection had been completed, the sample was further restricted to teachers of base year participants, that is, data collected from teachers of base year nonparticipants were systematically excluded from the data files.

IV. Data Collection

4.1 Overview

The NELS:88 base year study collected data from students, parents, teachers, and school administrators. Self-administered questionnaires and tests represented the principal mode of data collection. For the NCES-sponsored core sample, the number of completed instruments and completion rates based on sample eligibility for each instrument are listed in Table 4-1.1. (See also Figure 4-1.) Completion rates by sampling strata are presented in Tables 4.4-2 and 4.4-3. (See section 4.4 for further information on the proper interpretation of these tables.)

Table 4.1-1.--Summary of NELS:88 base year completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	24,599	93.41%	93.05%
Student tests	23,701	96.53%[a]	96.35%[a]
Parent questionnaires	22,651	93.70%	92.08%
Teacher ratings of students	23,188	95.91%[b]	94.26%[b]
Teacher questionnaires	5,193	NA	91.40%
School administrator questionnaires	1,035	98.92%	98.38%

[a]Percentage of cases for which a student questionnaire was obtained for which a cognitive test was also obtained.

[b]Indicates a coverage rate. See section 4.4.

In fact, a slightly larger number of parents, teachers, and school administrators participated in the survey. The above completion rates reflect the number of records in the public use data file, where parent, teacher, and school administrator data were excluded for the students who did not participate.

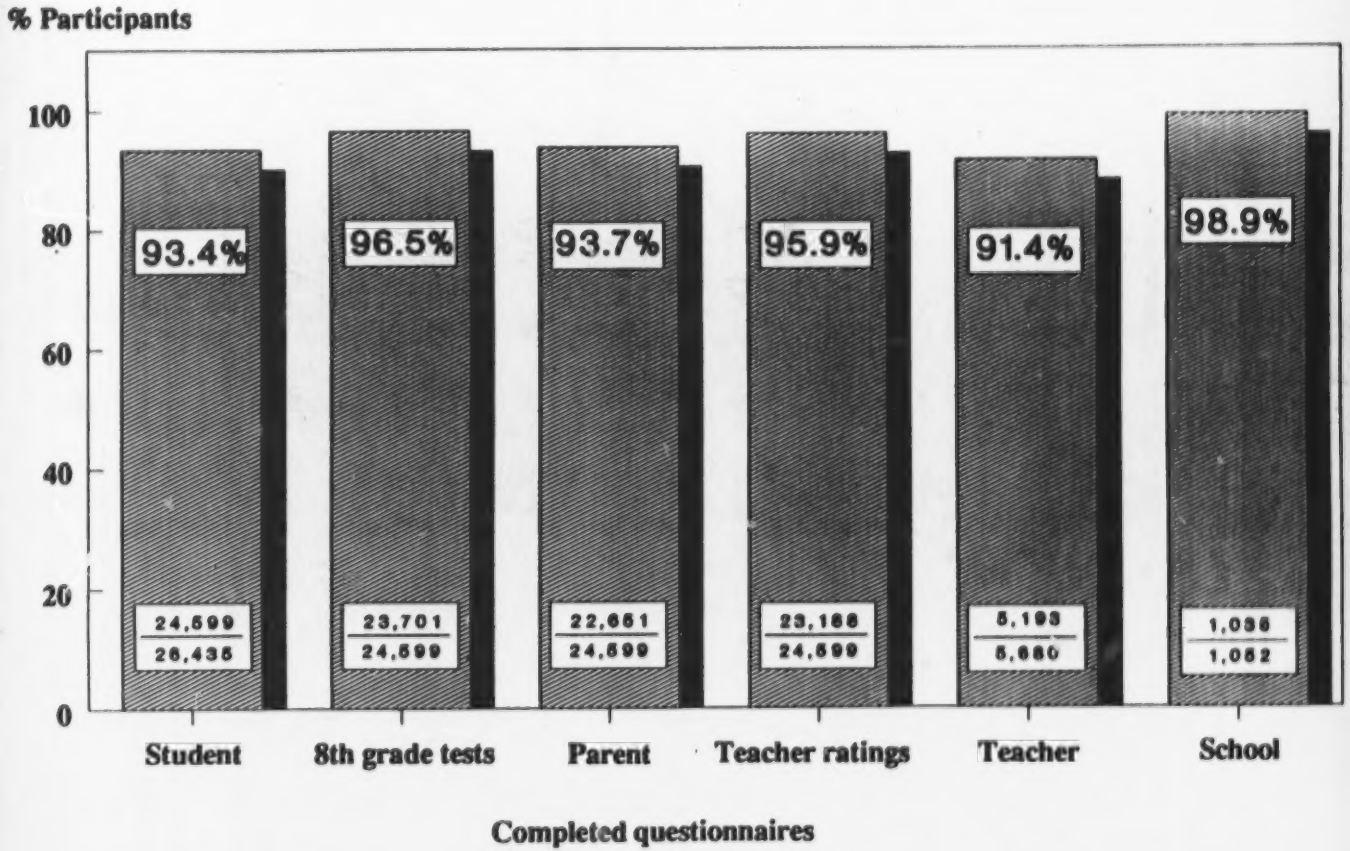
4.2 Pre-Data Collection Activities

Before the data collection effort could begin, it was first necessary to secure from the administrator of each sampled school a commitment to participate in the study. Several levels of cooperation were sought before school administrators were approached. The first level involved contacting key educational organizations. The Committee on Evaluation Information Systems (CEIS)[6] of the Council of Chief State School Officers was asked to provide its approval of the project. Contact was also made with the National Catholic Education Association (NCEA) and the National Association of Independent Schools (NAIS) in order to inform them of the study and to solicit their endorsements.

For public schools the next step involved contacting the Chief State School Officer (usually the state Superintendent of Schools) of each state to explain the objectives of the study and the data collection procedures (especially those for protecting individual and institutional confidentiality).

6 CEIS is now known as the Education Information Advisory Council.

Figure 4-1.--Completion rates for NELS:88 base year surveys



Note: With the exception of the teacher survey, all completion rates are weighted.

Once approval was obtained at the state level, contact was made with District Superintendents and, upon receipt of district approval, contact was made with the school principals. Wherever selected private schools were organized into an administrative hierarchy (for example, Catholic school dioceses), approval was obtained at the higher level before the school principal or headmaster was approached.

Within each cooperating school, principals were asked to designate a school coordinator who would serve as a liaison between the NORC staff, the school administrator, and the selected students, teachers, and parents. The school coordinator (often a guidance counselor or senior teacher, but sometimes the principal or assistant principal) handled all requests for data and materials as well as all logistical arrangements for data collection on the school premises. Included among these responsibilities was annotating the list of sampled students to identify students whose physical or learning handicaps or linguistic disabilities would preclude participation in the survey. Coordinators were asked to classify all eligible students as Hispanic, Asian-Pacific Islander, or "core" (neither Hispanic nor Asian-Pacific Islander), and to distribute parental permission forms to sampled students. School administrators were also requested to collect audiological data for eligible hearing-impaired students participating in Individualized Educational Programs (IEPs).

4.3 Base Year Data Collection

Student questionnaires and tests were administered in group sessions to roughly twenty-five students in each of the schools in the core sample and augmentation samples. Telephone interviews were conducted for a small number of students who were unable to participate in the group-administered sessions. Parents who initially refused to grant permission for their child to participate in the study, but who later consented when contacted by an NORC representative, usually allowed their child to complete a questionnaire by telephone. Given the mode of administration, test data were not collected for these students. The parent, teacher, and school administrator questionnaires were self-administered instruments that were normally received in the schools and then delivered to the intended recipient via the school coordinator, NORC representative, or, in the case of the parent, the student.

4.3.1 Student Survey and Eighth Grade Tests

NORC organized an Orientation Day for 158 schools that requested it or for schools that were deemed likely to particularly benefit from it.[7] The Orientation Day was usually arranged one or two weeks prior to the administration of the student questionnaire and tests. During these sessions, sampled students were informed about the objectives of the NELS:88 study, its voluntary nature, and the measures to be used to ensure respondent confidentiality. Students were also briefed about the tasks and procedures that would be followed in administering the questionnaire and tests. A check was made during this time to confirm that all required parental permission forms had been obtained.

Base year student data were collected from students[8] in the core and augmentation sample schools between February 1 and June 30, 1988. Selected eighth graders within each school were

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7 Orientation days were originally planned for all schools. However, the NELS:88 base year field test indicated that orientation days for eighth grade students would not significantly affect participation rates in most schools. See Ingels, S.J., et al., *National Education Longitudinal Study of 1988: Field Test Report* (Chicago NORC, 1987; ERIC ED 289-897).

8 Student sample selection procedures are discussed in Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

gathered in a group session on the scheduled Survey Day. Two NORC field staff members, a "team leader" and a clerical assistant, were responsible for overseeing the administration of the questionnaires and tests during the planned session.

Actual survey administration, which was usually conducted in a school classroom or library, consisted of several steps. A check was made to confirm that parental permission forms had been obtained for all selected students. Students in each session were instructed to first complete the self-administered student questionnaire, starting with the background and identification section. A ten-minute break followed, during which time NORC field staff reviewed the questionnaires for completeness (i.e., checking for missing or multiple-response critical items). Upon completion of the questionnaires, an 85-minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/government). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom.[9] At the close of the session, NORC representatives packaged all completed student questionnaires and tests and mailed them to NORC for processing. Teacher and school administrator questionnaires were also collected, but were mailed to Westat for processing.

Arrangements were made to conduct make-up sessions for students who were scheduled, but unable to attend the first Survey Day. If fewer than five students were scheduled for a make-up day, the school coordinator was asked to handle the arrangements and oversee its administration.[10] When five or more students were scheduled, or in instances where the school coordinator was unavailable to conduct a make-up day, NORC representatives arranged a return visit to the school.

4.3.2 Parent Survey

A self-administered questionnaire was hand-delivered by the student to his or her home with a written request that it be "completed by the parent or guardian who is most familiar with the student's current school situation and educational plans." One parent of each sampled student in the core sample was included in the parent survey.

The parent questionnaires were received by parents on one of two dates: the Orientation Day or on Survey Day. Students who attended Orientation Day received parent questionnaire packets to take home. The packet was addressed to "The Parent of [Eighth Grade Student]." Although parents were encouraged to complete the questionnaires for return by Survey Day via the students, they were also given the option of mailing the document directly to NORC. A prepaid envelope was included in the parent questionnaire packet for this purpose. About 40 percent of parent questionnaires were returned through the schools or directly without further intervention by NORC.

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9 An NORC field staff member was instructed to review the questionnaire to ensure that all critical items were completed. A specially designated oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify an inappropriate response. (See also section 5.3.)

10 To ensure respondent confidentiality, school coordinators were prohibited from reviewing the student questionnaires for completeness. Instead, the review was conducted by NORC staff in Chicago, and missing data were retrieved by telephone.

A mixed mode follow-up design was used in pursuing parents who failed to return a completed questionnaire several weeks after the questionnaire should have been received. (The locator section in the student questionnaire usually provided the necessary information for reaching the parent during the follow-up effort.) Parents first received a telephone prompt from an NORC central office interviewer, encouraging them to complete and return the questionnaire promptly.[11] The telephone prompt accounted for an additional 20 percent of the completed cases. If a case was still outstanding two weeks after a telephone prompt it was transferred to an NORC field interviewer for follow-up. Field interviewers were instructed to attempt to complete the case by telephone administration. Failing that, the interviewer was instructed to make a personal visit to the respondent's home in an attempt to conduct a face-to-face interview.

A special effort was made to ensure a high completion rate for parents of the OBEMLA (Hispanic and Asian/Pacific Islander) oversampled students. One of these efforts involved having a Spanish-language parent questionnaire and a Spanish-speaking interviewer available to conduct the telephone follow-ups. If an interviewer reached a Spanish-speaking household during the telephone prompting she or he would transfer the call to a Spanish-speaking interviewer. The bilingual interviewer would ascertain if the parent preferred to complete the questionnaire in Spanish or English. If a Spanish questionnaire was preferred, that version was mailed to the parent. During the follow-up field period, households that had been identified as Spanish-speaking during the prompting stage were assigned to Spanish-speaking interviewers who could administer the Spanish-language instrument if necessary.[12] Approximately 575 Spanish-language parent questionnaires were completed.

While a native language version of the questionnaire was not available for Asian and Pacific Islander parents, other special procedures were used to ensure a high completion rate for this group. NORC contracted with Arts, Research, and Curriculum Associates, an educational consulting firm specializing in concerns of Asian and Pacific Islander ethnic groups, to develop a multi-language prompting letter (written in Chinese, Korean, Tagalog, Vietnamese, and English). The letter stressed the importance of the NELS:88 study and encouraged parent participation. The letter also asked parents to obtain assistance with the English-language parent questionnaire, if necessary. Within two weeks after the letter and a copy of the parent questionnaire were sent to the parents of Asian/Pacific Islander students, an employee of that organization (who had signed the NORC confidentiality pledge and was, in effect, an NORC interviewer), who could speak to the parent in his or her native language, telephoned the household. During that contact, the interviewer stressed the importance of the study and encouraged the respondent to participate. These special efforts proved quite effective in increasing completion rates for parents in both groups, bringing the final weighted completion rates to 88.35 percent for Hispanic parents and 90.76 percent for Asian and Pacific Islander parents.

4.3.3 Teacher Survey

A self-administered teacher questionnaire was distributed to selected eighth grade teachers of the sampled students. Teachers were selected on a preassigned basis in two of four subject areas--mathematics, science, English, social studies. Each school was randomly assigned to one of the

11 In order to deliver a parent questionnaire to those few students who did not attend either Survey Day or Orientation Day, the parents were contacted during the prompting follow-up phase and a questionnaire was mailed to them.

12 Parent permission forms for sampled students were also made available in Spanish.

following combinations of curriculum areas: mathematics and English; mathematics and social studies; science and English; and science and social studies.

Thus, at any given school, each sampled student's current teacher for each of the two designated subject areas were selected to receive a teacher questionnaire. This selection procedure was designed to ensure representation of mathematics or science curriculum and English or social studies in all schools. (Combinations of English and social studies as well as science and mathematics were excluded by the design.) The design also achieved balanced representation of the four curriculum area combinations across the school variables of control (that is, public, Catholic, and other private), level (elementary, middle, junior-senior high school), geographical stratum, and school size.

Finally, using this design, the number of teacher respondents was expected to vary depending on the size and structure of the eighth grade at a particular school. It was anticipated that small schools with a self-contained eighth grade could have as few as one or two eligible teachers, while larger, departmentalized schools would typically have seven to ten teacher respondents. An average of five teachers per school participated in the teacher survey.

As part of a larger mailing, school coordinators received the teacher questionnaires about two weeks before the scheduled Survey Day. The packet contained a cover letter, teacher questionnaire, and a study brochure. School coordinators were responsible for delivering the materials to the selected teachers and requesting that they complete and return the questionnaire prior to the scheduled Survey Day. School coordinators were also responsible for collecting the completed questionnaires so that they could be picked up by the NORC representative on Survey Day. Telephone follow-up activities for teachers who did not return a completed questionnaire were conducted by NORC's subcontractor, Westat.

In order to prepare the school package, as well as meet the study objective of linking teacher data to individual students, several key pieces of information had to be acquired and processed before the teacher survey could proceed. The information required included:

A school file that contained information about the participating school, including the school's ID number, name, address, and telephone number. The file also contained the name and title of the school coordinator, the scheduled survey date, and key school characteristics (such as size and control). This information was used to produce school coordinator mailing labels and to ensure that the survey materials would be sent before the school's scheduled Survey Day. The file was transmitted electronically from NORC to Westat as soon as a school agreed to participate in the study.

A student file that contained the names and ID numbers of selected students for a participating school. This file was also transmitted electronically from NORC to Westat as soon as it was available.

A class schedule form (teacher-class-student matrix) completed by the school coordinator. Once NORC completed the student sampling for a school, the school coordinator was asked to complete a class schedule form. Using this form, coordinators recorded information about the classes each sampled student attended in the two curriculum areas preassigned to the school. This form identified the teachers and classes to be included in the survey. This information was used to produce the teacher labels and list of each teacher's sampled classes.

The class schedule form served two purposes. The first was to identify the teachers who taught classes in the designated curriculum areas to one or more of the sampled students included in the study. Each teacher listed on the class schedule form by the school coordinator was asked to complete a teacher questionnaire. The second purpose of the class schedule form was to identify, by teacher, the specific class each student attended for each assigned subject area. This information was used to produce a list of classes for which each teacher respondent provided descriptive information in Part II of the questionnaire. The class schedule form, then, provided the mechanism to link teacher ratings of students and descriptions of curriculum and practices to individual students. School coordinators were instructed to return their completed form to Westat. Once a completed class schedule form was received at Westat, it was checked for completeness and discrepancies. If any crucial items were missing or errors were detected, the school coordinator was contacted by telephone and the relevant information was obtained or clarified. If a class schedule form was not returned to Westat within two weeks, a prompting telephone call was made to the school coordinator.

Although the questionnaire administration schedule allowed approximately two weeks for teachers to return the completed questionnaires to school coordinators for return to Westat, in some cases materials were not received at the school sufficiently in advance of Survey Day to maintain this schedule. When school and/or student files were received too late to allow the timely completion of the class schedule form request packages, the packages were express mailed to the schools. Trained telephone interviewers then contacted the school coordinators and helped them complete the class schedule form by telephone.

Similarly, overnight express mailings were used to ensure the arrival of questionnaire packages prior to Survey Day. Coordinators were asked to encourage teacher respondents to have completed questionnaires ready for NORC field staff. When time did not permit the arrival and/or return of completed questionnaires on the desired time schedule, school coordinators were given the necessary materials to mail questionnaires directly to Westat following the completion of Survey Day activities. In general, these administrative exceptions were handled on a case-by-case basis.

4.3.4 School Survey

For the school survey, the school administrator (principal or headmaster) was asked to complete a school administrator questionnaire before the scheduled Survey Day. About two weeks before the Survey Day, school coordinators received a school administrator questionnaire packet, containing a cover letter, the school administrator questionnaire, and a study brochure. School coordinators were responsible for delivering the materials to the school administrator. They were also instructed to collect the completed questionnaire on or before Survey Day so that it could be picked up by the NORC representative. After that date, school administrators could mail their completed questionnaires directly to Westat in prepaid business reply envelopes provided for this purpose. Follow-up activities for administrators who did not return a completed questionnaire were conducted by Westat.

4.4 Data Collection Results

Tables 4.4-1 through 4.4-3 summarize the data collection results for the NELS:88 base year study. Table 4.4-1 reviews the school sample selections and sample realization. The final sample roughly achieved its target number of schools. Just under 70 percent of the original selections cooperated. Replacement schools were drawn on when original selections refused to participate, in order to achieve the overall numerical target in each stratum. The tables that follow (Table 4.4-2 and

Table 4.4-3) present two sets of completion statistics for the four study components that constitute the NELS:88 core sample. The statistics are presented according to the sampling stratification variables.

Table 4.4-2 displays weighted and unweighted completion rates based on the overall study/sample design in which the participating student constitutes the basic unit of analysis. For purposes of this table, the completion rate was calculated as the ratio of the number of completed interviews divided by the number of in-scope sample members. Note that the student population is, in the strictest sense, the sole independent sample, and that the other populations, for example parent and teacher, are defined in relation to participating students. Because the parent or teacher of a base year student nonparticipant was defined as out-of-scope (even though these parents and teachers may have completed questionnaires), these out-of-scope respondents have been subtracted from both the numerator and the denominator in the response rate calculation. Given this definition of response rate, weighted completion rates exceed 93 percent for each class of respondents as well as for the teacher ratings of students. In the case of teacher ratings, the statistics given represent more strictly a coverage rate than a teacher response rate. Note that reports were sought from two teachers of each student. The teacher ratings statistics in Table 4.4-2 depict the percentage of base year participating students for whom observations were obtained from one or more teachers.

Table 4.4-3, in contrast, presents the weighted and unweighted completion rates for each survey based on the initial sample selections--that is, the response rate denominator includes base year nonparticipants, even though the parents and teachers of base year nonparticipants respondents were defined as out-of-scope. Utilizing this definition, the completion rates decrease by several points to around the 90 percent mark. Because in both instances ineligible (or out-of-scope) schools and students were removed from the sample prior to data collection, completion rates are computed directly by simply dividing the number of participating respondents/schools by the number of selections. As in figure 4.4-2, the teacher survey represents a coverage rate, rather than a teacher response rate.

Table 4.4-1.--NELS:88 base year school sample selections and realization

Stratum	Estimated [a] size	Eligible original selections	Target N	Total N cooperating schools	Sample realization (% of target achieved)	Cooperating original selections	Cooperating alternative selections
Total	38,837	1,002	1,032	1,057	102%	698	359
Public schools [b]	22,690	774	800	817	102%	522	295
Catholic schools [c]	6,928	91	95	104	109%	70	34
Other private schools	9,219	137	137	136	99%	106	30

[a] Estimated as the sum of the school-level weights for each school type.

[b] Stratified by nine Census divisions; racial compositions; grade 8 enrollment; and urbanicity (central city, suburban within SMSA county, rural [non SMSA]).

[c] Stratified by nine Census divisions; racial composition; grade 8 enrollment; and urbanicity (central city, suburban within SMSA county, rural [non-SMSA]).

Table 4.4-2.--NELS:88 base year completion rates for student, parent, teacher and school surveys, adjusted for out-of-scopes

	Student questionnaire		Student 8th grade test		Parent questionnaire		Teacher ratings[a]		School questionnaire	
	Completion rates		Completion rates		Completion rates		Completion rates		Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	93.41	93.05	96.53	96.35	93.70	92.08	95.91	94.26	98.92	98.38
Participated	24,599		23,701		22,651		23,188		1,035	
Selected	26,435		24,599		24,599		24,599		1,052	
School type										
Public	93.15	92.79	96.32	96.11	94.21	93.72	96.57	95.82	98.73	98.28
Catholic	95.67	94.99	98.08	97.52	89.85	83.55	90.95	84.76	100.0	100.0
Other Private	94.06	93.15	97.34	96.94	91.57	88.34	93.18	92.11	98.25	97.74
Urbanicity										
Urban	92.36	92.19	95.89	95.96	91.48	90.00	94.62	93.20	98.94	97.48
Suburban	92.17	92.38	96.36	96.29	93.32	91.44	95.56	93.85	98.12	98.18
Rural	95.26	95.13	97.29	96.94	96.08	95.40	97.46	96.09	99.64	99.66
Region										
Northeast	92.81	91.85	96.31	95.52	90.58	84.45	91.75	86.42	98.67	97.72
South	94.11	94.03	96.93	96.92	95.93	95.87	97.44	97.00	99.19	98.89
North Central	94.70	94.79	96.85	96.96	94.92	94.72	97.71	97.82	99.75	98.88
West	91.17	90.83	95.50	95.40	90.18	89.62	94.18	93.25	97.10	97.54
Ethnicity										
Hispanic	90.86	90.24	94.95	94.88	88.35	87.57	92.58	92.50	NA	NA
Asian/Pacific Islander	89.70	90.12	98.18	97.84	90.76	91.53	94.06	93.69	NA	NA
Other	93.75	93.63	96.64	96.45	94.28	92.72	96.28	94.53	NA	NA
Minority schools										
Schools with more than 19% minority students	89.64	89.43	95.21	95.44	89.94	88.79	92.78	92.44	98.54	98.04
Schools with less than or equal to 19% minority students	93.83	93.51	96.67	96.45	94.09	92.47	96.24	94.48	98.93	98.42

[a] Indicates a coverage rate.

Table 4.4-3.--NELS:88 base year completion rates for student, parent, teacher and school surveys: In-scope completions as a proportion of the total initial sample

	Student questionnaire		Student 8th grade test		Parent questionnaire		Teacher ratings[a]		School questionnaire	
	Completion rates		Completion rates		Completion rates		Completion rates		Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	93.41	93.05	90.17	89.65	87.53	85.68	89.59	87.72	98.92	98.38
Participated		24,599		23,701		22,651		23,188		1,035
Selected		26,435		26,435		26,435		26,435		1,052
School type										
Public	93.15	92.79	89.73	89.18	87.75	86.97	89.95	88.92	98.73	98.28
Catholic	95.67	94.99	93.83	92.63	85.96	79.37	87.01	80.51	100.0	100.0
Other Private	94.06	93.15	91.56	90.29	86.14	82.27	87.65	85.79	98.25	97.74
Urbanicity										
Urban	92.36	92.19	88.56	88.46	84.49	82.97	87.39	85.92	98.94	97.48
Suburban	92.71	92.38	89.34	88.96	86.52	84.47	88.60	86.70	98.12	98.18
Rural	95.26	95.13	92.68	92.14	91.52	90.74	92.85	91.41	99.64	99.66
Region										
Northeast	92.81	91.85	89.39	87.73	84.06	77.56	85.15	79.37	98.67	97.72
South	94.11	94.03	91.23	91.14	90.28	90.14	91.71	91.21	99.19	98.89
North Central	94.70	94.79	91.71	91.91	89.89	89.78	92.53	92.72	99.75	98.88
West	91.17	90.83	87.07	86.69	82.21	81.40	85.87	84.69	97.01	97.54
Ethnicity										
Hispanic	90.86	90.24	86.27	85.63	80.28	79.02	84.11	83.48	NA	NA
Asian/Pacific Islander	89.70	90.12	88.07	88.17	81.41	82.49	84.37	84.43	NA	NA
Other	93.75	93.63	90.61	90.31	88.39	86.81	90.26	88.51	NA	NA
Minority schools										
Schools with more than 19% minority students	89.64	89.43	85.35	85.36	80.63	79.41	83.17	82.67	98.54	98.04
Schools with less than or equal to 19% minority students	93.83	93.51	90.70	90.19	88.29	86.47	90.30	88.35	98.93	98.42

[a] Indicates a coverage rate.

V. Data Control and Preparation

Data control and preparation consisted of activities preliminary to the transformation of responses from the teacher questionnaire into a clean computer data file. These activities include monitoring the receipt of completed questionnaires, editing completed questionnaires for missing information, retrieving the missing information, and preparing the questionnaires for data entry.

5.1 Monitoring and Receipt Control

Records of all data collection activities were maintained in a computer-based receipt control system. This system was implemented using the status monitoring system (SMS) that is part of Westat's Survey Information System (SIS). The SIS/SMS contained two files--the school file, containing school-level information such as scheduled survey date and mailout date, and the questionnaire file, containing information such as date received and status code.

When a package of teacher questionnaires was received at Westat, the contents were reviewed and status codes were assigned. Next, the date received and status codes were logged into the receipt control system. The questionnaires were then filed for further processing.

The receipt control system was also used to record transmittals between Westat's Telephone Research Center and data entry. Questionnaires requiring nonresponse or data retrieval follow-up were logged out to the telephone center. When follow-up was completed, the status was logged into the system. When a batch of questionnaires was ready for data entry, the data entry batch number was entered into the receipt control system. Each week during the data collection period, a status report, which reflected the status of teacher questionnaire receipt, was produced by Westat and sent to NORC.

5.2 Inhouse Editing and Coding

Editing and coding were conducted to identify questionnaires that required data retrieval and prepare them for telephone follow-up, to identify problem situations requiring coding decisions, to review completed data retrieval, and to prepare all questionnaires for data entry. The three types of problems discovered during coding were errors in critical questions, errors in noncritical questions, and situations that required a coding decision.

If an editor found that a questionnaire contained errors, inconsistencies, or missing data for one or more of the critical questions, a data retrieval call was made to the teacher-respondent. When an editor determined that such a call was required, all information for critical and noncritical questions was included on the problem sheet. The case was then sent to the Telephone Research Center to be resolved.

Questionnaires were checked for errors, inconsistencies and missing data. For noncritical questions, the coding supervisor attempted to resolve the error using information obtained from other portions of the questionnaire. If the error could not be resolved this way, then the "not ascertained" code was assigned to the question. For critical questions, retrieval activities were conducted as discussed in section 5.3 below.

If a questionnaire contained a problem situation requiring a coding decision, the case was referred to the coding supervisor. When a problem occurred in more than one or two cases, instructions

on how to handle it were distributed to all coders. The coding supervisor explained the new instructions and checked that each coder understood them.

5.3 Data Retrieval and Follow-Up

Three types of follow-up procedures were used for obtaining questionnaires from teacher nonrespondents: (1) a telephone call to the school coordinator when no package was received from a school, (2) a telephone call to the coordinator when an incomplete package was received, and (3) a telephone call to each nonresponding teacher to collect questionnaire information by telephone.

An expected return date was assigned to each questionnaire packet sent to the schools. A date of one week after Survey Day was used for schools that received questionnaires prior to their scheduled Survey Day. One week was considered sufficient for the NORC field interviewer to return the package of completed questionnaires obtained on Survey Day to Westat by first-class mail. For schools that did not receive their questionnaire packet prior to Survey Day, a return date of three weeks after mailout was established to allow the school coordinator time to distribute, collect, and mail the questionnaires to Westat. If a questionnaire packet was not returned to Westat by the expected return date, a prompting telephone call was made to the school coordinators.

When an incomplete package was received, the transmittal form was reviewed to determine what follow-up arrangements had been made by the coordinator or NORC field interviewer for return of the missing questionnaires. If questionnaires were not received at Westat by the target date specified on the transmittal form, a follow-up telephone call was made to the school coordinator.

For those questionnaires not received after the follow-up telephone calls to coordinators, the teachers were contacted by telephone to collect questionnaire data. This follow-up call was conducted from Westat's telephone research center by interviewers trained in both nonresponse conversion and data retrieval. Interviewers were monitored by telephone research center supervisors and project staff. In addition, each interviewer's completed cases were carefully reviewed. Any problems were discussed with the interviewers and corrected.

If a teacher questionnaire contained an error or an inconsistency related to a critical question, a retrieval telephone call was made to the respondent. As in the student and parent surveys, a critical question was one deemed to have particular policy relevance. A list of critical questions for the teacher questionnaire appears in Appendix B. All inconsistencies or missing data for each of the critical questions were resolved during this call.

In total, 55 percent of the completed teacher questionnaires required data retrieval follow-up. This follow-up rate may be higher than the average due to the need to reconcile the coordinator-reported Class Schedule Form information with the teacher-reported questionnaire data. Specifically, a data retrieval telephone call was needed if a student linked with a teacher on the Class Schedule Form was not "claimed" by that teacher on the teacher questionnaire or if a teacher did not report information for all the classes listed for that teacher on the Class Schedule Form. Changes in procedures to help reduce the number of these reconciliation calls were recommended after the completion of the field test. These changes, implemented during the base year efforts, appear to have been successful if one considers that the amount of data retrieval follow-up was reduced by 20 percent (from 75 percent in the field test to 55 percent in the base year).

5.4 Data Entry

After coding and (when necessary) data retrieval, questionnaires were transmitted in batches to Westat's data entry facility. Details of this process are discussed in Chapter VI.

VI. Data Processing

Data processing activities span the entire length of the NELS:88 base year student and associated teacher survey, beginning with identification of the two teacher respondents for each student, continuing with receipt control and machine editing, and ending with the preparation of public use data tapes and user documentation. Westat, Inc. was NORC's subcontractor for the data collection and processing of the teacher questionnaires for NELS:88.

6.1 Receipt Control Procedures

Records of all data collection activities were maintained in a computer-based receipt control system, part of Westat's Survey Information Systems as discussed in section 5.1. This system was used to record receipt of questionnaires and data retrieval follow-up, as well as to report status of the teacher questionnaires to NORC.

6.2 Data Entry

Coded questionnaires were transmitted in batches to Westat's data entry facility. Questionnaires were keyed to disk following specifications programmed for the base year teacher questionnaire. These specifications included all skip patterns and zero-filling of numeric fields. Each questionnaire was 100 percent key verified. After verification, each batch file was transmitted to Westat's computer facility, where the machine edit programs were administered.

6.3 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

The purpose of the machine edit operation was to identify and correct errors on the questionnaire data files. The types of errors corrected included respondent errors, coding errors, and data entry errors. All checks made during manual editing were also made during machine editing. Thus, any errors not identified manually were identified by computer. The machine edit specifications included all checks needed to identify respondent, coding, and data entry errors. The types of checks contained in the edit specifications were:

- Alpha versus numeric: This edit check consisted of checking all fields in the data record to ensure that pure numeric fields contain no alphabetic or special characters.
- Range check: These edit checks verified that each field contains only allowable codes.
- Skip pattern check: These checks verified that all skip instructions on the questionnaire were correctly followed by the respondent.
- Data consistency check: These checks compared data in different fields within a record to ensure that consistent answers were given by the respondent.
- Addition check: This type of check verified that the total fields were correct.

All range and skip pattern checks were generated from the same source files used to produce the coding manual. Next, the remaining logic checks (for data consistency and addition errors) were added to the logic check file. The structured code for machine editing was then generated.

When each batch of questionnaires was key-entered and transmitted to the computer facility, the machine edit program was run for that batch. The editor compared the error listing produced by the machine edit program against the questionnaires. To determine how to resolve the edit errors for a case, the editor first determined the type of error:

- a data entry or coding error
- a respondent error (including missing data) to a key question
- a respondent error (including missing data) to a nonkey question
- a problem situation requiring an editing decision

For data entry and coding errors, the editor obtained the correct data from the questionnaire and wrote the correction on an update sheet. Since most respondent errors and problem situations were identified and corrected during the manual edit operation, only a few of these errors appeared during machine editing. For these cases, the procedures followed were the same as those followed during the coding operation.

A reserve code is used to fill the field either when a value was not provided by the respondent, or when the respondent indicated that he or she did not know the answer to the question. These codes are as follows:

6 = DON'T KNOW
7 = REFUSED (if critical item is missing and retrieval oval is checked)
8 = MISSING
9 = LEGITIMATE SKIP

If the field is longer than one column, the right-hand column contains one of the above codes and the rest of the columns are filled with "9"s.

Each critical item has an associated "retrieval oval." The retrieval oval was marked if an attempt was made to retrieve data from a respondent. These flags were then used to set corresponding blank data to REFUSED. Although retrieval variables were present in the questionnaire, they are not present in the data since their purpose was to determine correct reserve codes. Any critical item that was blank, not a legitimate skip, and whose retrieval oval flag was checked was coded as "7" (refused). A critical item that was blank, not a legitimate skip, and whose retrieval flag was not checked was coded as "8" (missing). If a filter was coded "7" (refused), all subsequent questions that might have been skipped were processed as if the respondent should have answered them. Filters that were coded "6" (don't know) or "8" (missing) were handled the same way.

Upon receipt of the data file from Westat, NORC instituted a program of quality control checks. These included:

1. The receipt control file was checked against the data file to ensure that a data record existed for all teachers reported to have completed a questionnaire.

2. A subset (approximately 10 percent) of the machine edit specifications was selected, and simple diagnostics were run to ensure that the edit specifications were implemented as specified. Some specific checks were:

   a. Consistent reporting of total number of students.

   b. Skip patterns properly followed.

   c. Correct sections used for subject matter reported.

3. Crosstabs were run and scanned for anomalies.

6.4 Data File Preparation

The conventions used to assign SAS and SPSS variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, BYT3_26G, is from the base year teacher questionnaire part 3 question 26G.

The composite variables included in the teacher file represent student's school characteristics that will remain constant throughout the future follow-ups of NELS:88. These variable names begin with G8, for example, G8REGON (U.S. Census region of the eighth grade school), or with BYSC (base year school) where it is important to distinguish between the school and the eighth grade (enrollment is reported for both the school and the eighth grade, BYSCENRL and G8ENROL).

The only reserve code used for composite variables is that of missing data. For one-column variables, that is an 8, for greater than one column, the leftmost columns are filled with "9"s (9....8). In these instances, the sources for data other than valid values in composites are either item nonresponse or nonparticipation in all or some of the components of the study. Neither of these sources would justify using any reserve code other than missing. Appendix D contains explanations of the conditions under which specific composite variables were assigned a missing code.

VII. Guide to the Data Files and Codebook

The NELS:88 public use data files are available on four separate tapes, one for each study component: the student survey, the parent survey, the teacher survey, and the school administrator survey. The tape for the teacher survey contains a data file based on 5,193 teacher instruments, resulting in 44,512 sets of teacher ratings and data for 23,188 of the 24,599 participating students from 1,052 schools, including the OBEMLA student oversamples. As indicated earlier, the teacher data can be used alone or merged with the student, parent, or school files, though use of the teacher files as a standalone data set is not recommended.

As stated earlier, the NELS:88 base year sample of teacher-respondents to the teacher questionnaire does not constitute a statistical or representative sample of eighth grade school teachers for analysis and reporting purposes. Rather, the results of this questionnaire are intended to provide information about student-related characteristics, teacher practices, and curriculum exposure that can be linked to individual student-level records. If the data are used as intended, analysis and reporting activities should focus on the effects of teaching and curriculum characteristics on various student outcomes and responses. The student ID is included in the teacher file and can be used to link the teacher and student files. See section 7.3.1 for details on how IDs can be used to link data files.

Since multiple instruments were used to gather data from students, parents, teachers, and school administrators, the analyst must use the proper participation flags and weights to produce accurate statistics. Therefore, before we describe the data files, we offer several suggestions that should be helpful to the analyst. These are followed by a complete description of the content and organization of the teacher data file and a guide to the associated codebook.

In the section on the data file, the reader should pay particular attention to the composite variables, which have been specially constructed to streamline substantive analyses. Since researchers often need to control for urbanicity of school, school enrollment, and the like, a set of classification variables has been carefully constructed that can be used for this purpose. Complete specifications used to create these composite variables can be found in Appendix D. Should the analyst choose to create alternatives, he or she is, of course, free to do so.

7.1 A Note about the Teacher Data File and Codebook

In reviewing the teacher codebook, data users should keep in mind that the codebook and data file are presented at the level of student-teacher pairs. Different values will appear when the user examines results at other levels, such as teacher level and course level.

The data file is structured at the level of student-teacher pairs because the student participants constitute the basic unit of analysis in the NELS:88 study design. The objective of the teacher survey was to obtain ratings in two predetermined subjects for each student. For most students, the two subjects were taught by two different teachers. In those cases, the student could have two records, that is one from each teacher, or only one record, if one of the two teachers refused to respond, or no records if neither teacher responded. For a small number of students, (less than five percent) both courses were taught by the same teacher. In those cases, students have two sets of ratings, but both were made by the same teacher. Please also note that most teachers rated a number of students, usually, but not

always, in a single subject. Thus a teacher may have multiple teacher-student pair records, depending on the number of NELS:88 students he or she rated.

The user may wish to view the data from different perspectives. Please keep in mind that neither the respondent teachers nor the courses constitute a valid probability sample. SAS and SPSS-X cards have been prepared that can be used to create additional files:

1. A teacher file containing one record per teacher (of course, the student or course information will not be meaningful in this context).

2. A course file with one record per course (in this case, only the course-related information, Part II of the questionnaire, can be meaningfully analyzed).

These additional SAS cards are found in Appendices H and I. Equivalent SPSS-X cards are found in Appendices J and K. **The sections appearing in bold type must be inserted into the cards provided with the data as shown.** As an example of what can be done with data subsets, frequencies at the teacher level and the course level are presented in Appendices L and M respectively.

7.2 Packaged Statistical Programs

NCES has responded to numerous questions over the years having to do with statistical analyses of data from earlier longitudinal education studies, and now routinely recommends the procedures outlined in Appendix F, using SAS with NELS:88 data. SPSS-X can also be used, and the data tape contains the appropriate control cards for this package. Analysts should contact their own support facilities to obtain the information necessary to create an SPSS-X system file from a SAS system file and vice versa.

One of the first steps to take before running statistical analyses is to select the proper participation flags and weights. Relevant flags and weights are found on the parent and student tapes. The NELS:88 data files are designed to be used as weighted data sets in all analyses, with teacher data designed to be linked to student or school files. The complexity of the sample design of the base year virtually ensures inaccurate results if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can be avoided by using the weights provided to analyze specific subsets of the sample.

The appropriate participation flag(s) and/or weight should be used if unweighted and weighted analyses are to be performed correctly. See Appendix F for specific examples using Statistical Analysis System (SAS).

7.3 Content and Organization of the Data Files

The teacher raw data file consists of 44,512 records. There is one record for each teacher-student-subject combination. (Records for nonparticipants are not included on the base year data tape of a longitudinal study.) Each record is organized as shown in the record layout that appears as Appendix C. The variables on the record are grouped into logical sets as discussed below. For the sake of brevity, each item of data is referred to by its SAS (SPSS-X) variable name as defined in the control cards provided with the data file.

The teacher data tape contains four related files. They are:

1. The raw data file, with items in the following order for each respondent:
   a. Identification Information (positions 1-12)
   b. Student Information from Part I of the questionnaire (positions 13-24)
   c. Class Information from Part II of the questionnaire (positions 25-139)
   d. Teacher Background and Activities Information from Part III of the questionnaire (positions 140-275)
   e. School composite variables (positions 276-283)
2. SPSS-X control cards
3. SAS control cards
4. SAS system file

7.3.1 Identification Codes

The identification information consists of four variables. The first is the seven-digit student identification code consisting of a five-digit school ID followed by a two-digit student code. (The student ID also serves as the parent ID.) To ensure confidentiality, each sequential number component was mapped to a random number. These random numbers were then concatenated to form the student identification code. The eighth character is a letter representing the subject matter (English, mathematics, history [social studies], science) for the subject-dependent questions. The next two digits in the sequential code represent the teacher within the school. The last two digits identify the class in which the teacher taught the student. See Figure 7-1 for an illustration of how all data tape IDs are linked.

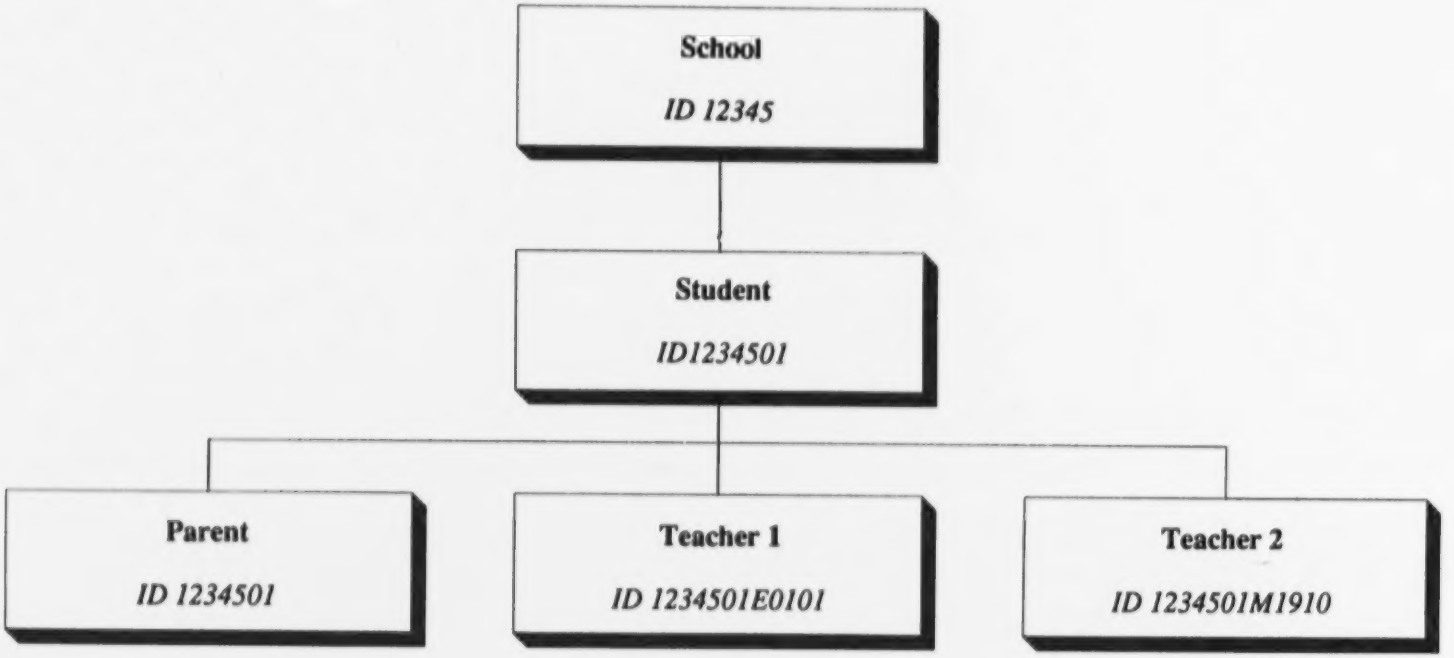
7.3.2 Teacher Questionnaire Information

Information from the teacher questionnaire is presented in the same order as it appears in the questionnaire. Variables are identified by their SAS (SPSS-X) name. Variable names begin with BYT (Base Year Teacher) and indicate the part (1, 2, or 3) of the questionnaire and the question number within that part. For example, BYT2_10D, is question 10D from part 2 (or Part II) on Class Information. Exceptions to this naming convention are: the four variables in the identification section, STU_ID (student ID), SUBJECT, TEACH, and CLASS. In Section II, PERIOD and COURSE are alphabetic fields that are used to specify the period of the day in which the class was taught and the course title. SUBJECT2 is copied from SUBJECT and appears on the tape before the subject-dependent questions.

7.3.3 Composite Variables

Most composite variables were constructed using responses from two or more questionnaire items. In some cases, composites were constructed from numerous variables or from variables from different data bases. Others were constructed by recoding a variable. A very few were simply copied from a different data source to this file for the user's convenience. All of the composite variables are described in detail in Appendix D. Most of the composite variables can be used as classification variables or independent variables in data analysis. For this reason, composite variables may be referred to as classification variables in this or other NCES documents.

Figure 7-1.--Data file linkages



Note: Each student was rated by teachers in two subjects. For some students, both ratings were made by the same teacher.

Composites of school-level characteristics provide information about the student's school.

G8TYPE classifies the type of school by the grades spanned. G8CTRL classifies the school into one of four categories, public, Catholic, other religious private, and other non-religious private. The information for G8CTRL was taken primarily from the school data file after combining types of Catholic schools.

BYSCENRL categorizes the school enrollment and G8ENROL categorizes the eighth grade enrollment as reported by the school. G8URBAN classifies urbanicity; this classification was taken directly from the QED (Quality Education Data) file, for the student's school. G8REGON indicates in which of the four U.S. Census regions the school is located.

G8MINOR reflects by category the percentage of minority students in the eighth grade. G8LUNCH reports by category the percentage of students in that student's school who receive free or reduced-price lunches. These were both calculated from responses to the school questionnaire.

For some cases, a school administrator questionnaire is not available. In these cases data for G8TYPE, G8CTRL, BYSCENRL, and G8ENROL were (if available) taken from the QED (Quality Education Data) file.

Some composites of school level characteristics can be considered demographic information, such as school region (G8REGON) and urbanicity of the respondent's school (G8URBAN).

7.4 Guide to the Codebook

The codebook provides a comprehensive description of the teacher data file. For each variable on the tape the codebook provides a summary of the related information. The question number and wording, the variable's tape position and format, and the responses to the item along with their unweighted frequency and percent and weighted percent are shown. See Figure 7-2 for an example. Each portion of the example is numbered. These numbers can be used to reference the associated explanation in the text following the figure. Codebooks with frequencies at the teacher level and the course level are presented in Appendices L and M.

Figure 7-2.--Codebook entry

(1) Question 3_32

(2) Tape Pos. 400-401

(3) Format: I2

(4) BYT3_32 = (5) % OF STUDENTS USING MICROCOMPUTERS

(6) What proportion of your students use a microcomputer on a regular basis for instructional purposes related to the material you cover in your classes?
(CIRCLE ONE)

(7) RESPONSE	(8) CODES	(9) FREQ	(10) PER-CENT	(11) VALID PCT
None	1	28388	63.8%	64.4%
Fewer than 10%	2	8897	20.0%	20.2%
10-25%	3	2687	6.0%	6.1%
26-50%	4	1354	3.0%	3.1%
51-75%	5	395	.9%	.9%
75-90%	6	277	.6%	.6%
More than 90%	7	2066	4.6%	4.7%
(12) RESERVED CODES:				
DON'T KNOW	96	42	.1%	(MISS)
REFUSAL	97	39	.1%	(MISS)
MISSING DATA	98	367	.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

Explanations:

(1) Question number: For variables taken directly from questionnaires, this is the part number and question number in the original document. Composite variables have variable names that represent their content.

(2) Tape position: This item gives the starting and ending tape position for each variable on the data tape.

(3) Variable format: This item indicates the type of variable, its width, and the number of positions following the decimal point, if any.

(4) SAS and SPSS-X variable name: Each variable on the data tape is identified by a unique SAS and SPSS-X variable name. Data indicators (such as flags and status codes) and composite variables are given mnemonics that help identify them, for example, G8REGON for "Grade 8 in what US Census Region" and BYSCENRL for "base year school enrollment."

For all variables the user should be careful always to refer to the variable by its SAS (SPSS-X) variable name in any computing procedures, rather than by its question number.

(5) SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as that which appears on the SAS (SPSS-X) data definition cards included on the tape.

(6) Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

(7) Response categories: This item provides either the original response categories (in the case of questionnaire items) or the recoded or constructed response categories (for composite variables and data indicators, such as flags). Condensed value labels that do not cause truncation problems are provided with the data definition cards.

(8) Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skip, and so forth.

(9) Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

(10) Unweighted percentage frequencies: This column displays the frequency counts of item 9 as percentages. All records that were processed are included.

(11) Valid percentage frequencies: This column displays percentages based on response counts when cases with reserve code values are excluded from the computation.

(12) Reserved codes: In this data set certain codes, termed "reserved codes," have been chosen always to stand for certain situations. **NORC and Westat have different values for reserve code 6. The teacher and school surveys use Westat's convention of 6 = don't know as shown below. The student and parent surveys use NORC's code of 6 = multiple response.** Reserve codes 7, 8, and 9 are identical for all study components. These reserve codes and their interpretations are:

6 = don't know	respondent indicated "don't know"
7 = refusal	respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of the questionnaire administration or at telephone follow-up
8 = missing data	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data
9 = legitimate skip	because of responses to preceding filter questions, data for this item should not be present for this respondent; that is, the value is legitimately missing

These reserved codes correspond as closely as possible to those used in NLS-72 and in the HS&B study. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the leftmost columns are filled with 9s (e.g., 96, 996, 9996).

Appendix A

Teacher Questionnaire

Form Approved
O.M.B. No. 1850-0593
App. Exp.: 1/89

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

TEACHER QUESTIONNAIRE
NELS: 88
BASE YEAR

Prepared for:

U.S. Department of Education
Center for Education Statistics

Prepared by:

WESTAT
An Employee-Owned Research Corporation
Rockville, Maryland

and

NORC
A Social Science Research Center
University of Chicago

As a matter of policy, the Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
2. You may skip any questions you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they move into high school and make decisions about postsecondary education and work.
4. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.

INTRODUCTION

This questionnaire is part of a large national study of eighth grade students and their parents, schools, and teachers. Your school has agreed to participate in this study and has allowed us to select a random sample of eighth graders who will be the focus of several data collection activities in the coming weeks. A list of these sampled students should be included in the same packet that contains this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school -- the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled eighth graders, and in that capacity, we are seeking information from you to supplement other study data about these students.

This questionnaire has three very different sections:

- Part I (pp. 2-3) asks you to indicate which of the sampled students you have had in class this year, and for each of those, to evaluate whether or not the student has had various school-related problems and handicaps. Individual students are referred to by "Student Number," as shown in the enclosed list of sampled students.

- Part II (pp. 4-15) asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on the label that is affixed to the cover page of this questionnaire. As you will see, Part II contains room for responses to a maximum of five classes. You may not need all five response columns. Use only as many columns as are needed to respond separately for each of the classes listed on the label. In the unlikely event that your label lists more than five classes, your packet should contain a "Continuation Questionnaire" (Part II only) for use in answering questions about classes numbered 6 and above.

- Part III (pp. 16-24) requests some general background information about yourself and your school.

Please answer directly on the questionnaire by circling the appropriate number or by writing your response in the space provided.

We realize that you are very busy; however, we ask that you complete the questionnaire and return it to your school's study coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire to its original envelope and then seal the envelope before turning it in.

Thank you very much for your help.

NOTE: Reference is made to Language-Minority (LM) and Limited-English-Proficient (LEP) students as well as English-as-a-Second Language (ESL) programs throughout the questionnaire. For this study, the following definitions apply:

Language-Minority (LM) Students: A student in whose home a non-English language typically is spoken. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.

Limited-English-Proficient (LEP) Students: A student whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction in English.

English-as-a-Second Language (ESL) Program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to students.

PART I. STUDENT INFORMATION

Please answer the questions in this section by circling the appropriate response for each of the students on the attached list: 1 = Yes; 2 = No; 8 = Don't Know (DK). NOTE: Please answer Question 1 for each student listed. Questions 2-12 apply only to students for whom Question 1 = YES.

	ANSWER FOR EACH STUDENT		IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:															
Student Number (from enclosed list)	1. Has this student been assigned to one or more of your classes during the 1987-88 school year?		2. Consistently performs below ability?			3. Rarely completes homework?			4. Is frequently absent?			5. Is frequently tardy?			6. Is consistently inattentive in class?		
	Yes	No	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK
01	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
02	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
03	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
04	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
05	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
06	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
07	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
08	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
09	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
10	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
11	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
12	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
13	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
14	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
15	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
16	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
17	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
18	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
19	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
20	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
21	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
22	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
23	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
24	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
25	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
26	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
27	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
28	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
29	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
30	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
31	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
32	1	2	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8

PART I. (CONTINUED)

Student Number (from enclosed list)	7. Is exceptionally passive or withdrawn?			8. Is frequently disruptive?			9. Has ever fallen behind in school work because of a health problem?			10. Currently has a physical or emotional handicap that is affecting his or her school work?			11. Is a Language Minority (LM) student?*			12. Is a Limited English Proficiency (LEP) student?*		
	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK
01	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
02	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
03	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
04	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
05	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
06	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
07	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
08	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
09	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
10	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
11	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
12	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
13	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
14	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
15	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
16	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
17	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
18	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
19	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
20	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
21	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
22	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
23	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
24	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
25	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
26	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
27	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
28	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
29	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
30	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
31	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8
32	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8	1	2	8

*See introduction page for definition.

PART II. CLASS INFORMATION

Please answer the following questions for each class designated on the front cover of the questionnaire.

	CLASS #1	CLASS #2
1. What is the title and period or hour of this class? (List classes in the sequence as they appear on the front cover.)	Title: _____ Period/Hour: _____	Title: _____ Period/Hour: _____
2. Which of the following best describes the achievement level of the 8th graders in this class compared with the average 8th grade student in this school?	This class consists primarily of students with: (CIRCLE ONE) Higher achievement levels ..... 1 Average achievement levels ..... 2 Lower achievement levels ..... 3 Widely differing achievement levels 4	This class consists primarily of students with: (CIRCLE ONE) Higher achievement levels ..... 1 Average achievement levels ..... 2 Lower achievement levels ..... 3 Widely differing achievement levels 4
3. How many students are enrolled in this class?	|_|_| Students	|_|_| Students
4. Do you teach any part of this class in a language other than English?	(CIRCLE ONE) Yes ..... 1 - Answer Question 5 No ..... 2 - Skip to Question 6	(CIRCLE ONE) Yes ..... 1 - Answer Question 5 No ..... 2 - Skip to Question 6
5. What language is that?	Name of language _____	Name of language _____
6. How many Limited English Proficiency (LEP) students are assigned to this class? (See Introduction page for definition.)	Number of LEP students in this class |_|_|	Number of LEP students in this class |_|_|
7. Approximately how much homework do you assign each week?	Hours |_|_| plus minutes |_|_|	Hours |_|_| plus minutes |_|_|
8. How often do you do each of the following with homework assignments?	(CIRCLE ONE ON EACH LINE) All the time / Most of the time / Some of the time / Never	(CIRCLE ONE ON EACH LINE) All the time / Most of the time / Some of the time / Never
a. Keep records of who turned in the assignment	a. 1 2 3 4	a. 1 2 3 4
b. Return assignments with grades or corrections	b. 1 2 3 4	b. 1 2 3 4
c. Discuss the assignment in class	c. 1 2 3 4	c. 1 2 3 4

CLASS #3	CLASS #4	CLASS #5
Title: _____ Period/Hour: _____	Title: _____ Period/Hour: _____	Title: _____ Period/Hour: _____
This class consists primarily of students with: (CIRCLE ONE) Higher achievement levels ..... 1 Average achievement levels ..... 2 Lower achievement levels ..... 3 Widely differing achievement levels 4	This class consists primarily of students with: (CIRCLE ONE) Higher achievement levels ..... 1 Average achievement levels ..... 2 Lower achievement levels ..... 3 Widely differing achievement levels 4	This class consists primarily of students with: (CIRCLE ONE) Higher achievement levels ..... 1 Average achievement levels ..... 2 Lower achievement levels ..... 3 Widely differing achievement levels 4
___ Students	___ Students	___ Students
(CIRCLE ONE) Yes ..... 1 - Answer Question 5 No ..... 2 - Skip to Question 6	(CIRCLE ONE) Yes ..... 1 - Answer Question 5 No ..... 2 - Skip to Question 6	(CIRCLE ONE) Yes ..... 1 - Answer Question 5 No ..... 2 - Skip to Question 6
Name of language _____	Name of language _____	Name of language _____
Number of LEP students in this class ___	Number of LEP students in this class ___	Number of LEP students in this class ___
Hours ___ plus minutes ___	Hours ___ plus minutes ___	Hours ___ plus minutes ___
(CIRCLE ONE ON EACH LINE) All the time / Most of the time / Some of the time / Never a. 1 2 3 4 b. 1 2 3 4 c. 1 2 3 4	(CIRCLE ONE ON EACH LINE) All the time / Most of the time / Some of the time / Never a. 1 2 3 4 b. 1 2 3 4 c. 1 2 3 4	(CIRCLE ONE ON EACH LINE) All the time / Most of the time / Some of the time / Never a. 1 2 3 4 b. 1 2 3 4 c. 1 2 3 4

	CLASS #1	CLASS #2
9. What use do you make of the following instructional materials?	(CIRCLE ONE ON EACH LINE) Primary resource used frequently / Secondary resource used occasionally / Rarely used / Not used	(CIRCLE ONE ON EACH LINE) Primary resource used frequently / Secondary resource used occasionally / Rarely used / Not used
a. Textbooks	a. 1 2 3 4	a. 1 2 3 4
b. Reading materials other than textbooks	b. 1 2 3 4	b. 1 2 3 4
c. Audio-visual materials	c. 1 2 3 4	c. 1 2 3 4
d. Other	d. 1 2 3 4	d. 1 2 3 4
10. Which textbook (or commercially prepared workbook) constitutes the primary source that you use in this class?		
TITLE	_____	_____
AUTHOR(S)	_____	_____
PUBLISHER	_____	_____
PUBLICATION DATE/EDITION	_____/_____	_____/_____
11. Approximately what percentage of this textbook/workbook will you "cover" in this course	(CIRCLE ONE) 0-49% 01; 50-59% 02; 60-69% 03; 70-79% 04; 80-89% 05; 90-99% 06; 100% 07	(CIRCLE ONE) 0-49% 01; 50-59% 02; 60-69% 03; 70-79% 04; 80-89% 05; 90-99% 06; 100% 07
12. Please give your opinion about each of the following statements related to this textbook/workbook. This textbook:	(CIRCLE ONE ON EACH LINE) Strongly Agree / Agree / No Opinion / Disagree / Strongly Disagree	(CIRCLE ONE ON EACH LINE) Strongly Agree / Agree / No Opinion / Disagree / Strongly Disagree
a. is at a reading level which is too difficult for most of my students	a. 1 2 3 4 5	a. 1 2 3 4 5
b. helps develop problem-solving skills	b. 1 2 3 4 5	b. 1 2 3 4 5
c. explains concepts clearly	c. 1 2 3 4 5	c. 1 2 3 4 5
d. provides good suggestions for homework assignments	d. 1 2 3 4 5	d. 1 2 3 4 5
e. does a good job covering the subject area	e. 1 2 3 4 5	e. 1 2 3 4 5
f. is considered interesting by most students in the class	f. 1 2 3 4 5	f. 1 2 3 4 5
13. Indicate the persons or groups who helped determine that you would use this particular textbook/workbook in this class.	(CIRCLE ALL THAT APPLY)	(CIRCLE ALL THAT APPLY)
a. I did	a. 1	a. 1
b. The principal	b. 1	b. 1
c. A group of teachers from this school	c. 1	c. 1
d. Department Head	d. 1	d. 1
e. A district-wide textbook adoption committee	e. 1	e. 1
f. A state-wide textbook adoption committee	f. 1	f. 1
g. Other	g. 1	g. 1

CLASS #3	CLASS #4	CLASS #5
(CIRCLE ONE ON EACH LINE) Primary resource used frequently / Secondary resource used occasionally / Rarely used / Not used a. 1 2 3 4 b. 1 2 3 4 c. 1 2 3 4 d. 1 2 3 4	(CIRCLE ONE ON EACH LINE) Primary resource used frequently / Secondary resource used occasionally / Rarely used / Not used a. 1 2 3 4 b. 1 2 3 4 c. 1 2 3 4 d. 1 2 3 4	(CIRCLE ONE ON EACH LINE) Primary resource used frequently / Secondary resource used occasionally / Rarely used / Not used a. 1 2 3 4 b. 1 2 3 4 c. 1 2 3 4 d. 1 2 3 4
_____ _____ _____ _____/_____	_____ _____ _____ _____/_____	_____ _____ _____ _____/_____
(CIRCLE ONE) 0-49% 50-59% 60-69% 70-79% 80-89% 90-99% 100% 01 02 03 04 05 06 07	(CIRCLE ONE) 0-49% 50-59% 60-69% 70-79% 80-89% 90-99% 100% 01 02 03 04 05 06 07	(CIRCLE ONE) 0-49% 50-59% 60-69% 70-79% 80-89% 90-99% 100% 01 02 03 04 05 06 07
(CIRCLE ONE ON EACH LINE) Strongly Agree / Agree / No Opinion / Disagree / Strongly Disagree a. 1 2 3 4 5 b. 1 2 3 4 5 c. 1 2 3 4 5 d. 1 2 3 4 5 e. 1 2 3 4 5 f. 1 2 3 4 5	(CIRCLE ONE ON EACH LINE) Strongly Agree / Agree / No Opinion / Disagree / Strongly Disagree a. 1 2 3 4 5 b. 1 2 3 4 5 c. 1 2 3 4 5 d. 1 2 3 4 5 e. 1 2 3 4 5 f. 1 2 3 4 5	(CIRCLE ONE ON EACH LINE) Strongly Agree / Agree / No Opinion / Disagree / Strongly Disagree a. 1 2 3 4 5 b. 1 2 3 4 5 c. 1 2 3 4 5 d. 1 2 3 4 5 e. 1 2 3 4 5 f. 1 2 3 4 5
(CIRCLE ALL THAT APPLY) a. I did ..... 1 b. The principal ..... 1 c. A group of teachers from this school ..... 1 d. Department Head ..... 1 e. A district-wide textbook adoption committee ..... 1 f. A state-wide textbook adoption committee ..... 1 g. Other 1	(CIRCLE ALL THAT APPLY) a. I did ..... 1 b. The principal ..... 1 c. A group of teachers from this school ..... 1 d. Department Head ..... 1 e. A district-wide textbook adoption committee ..... 1 f. A state-wide textbook adoption committee ..... 1 g. Other 1	(CIRCLE ALL THAT APPLY) a. I did ..... 1 b. The principal ..... 1 c. A group of teachers from this school ..... 1 d. Department Head ..... 1 e. A district-wide textbook adoption committee ..... 1 f. A state-wide textbook adoption committee ..... 1 g. Other 1

	CLASS #1	CLASS #2
14. How adequately prepared do you feel to teach the subject matter covered in this course?	(CIRCLE ONE) Very well prepared ..... 1 Well prepared ..... 2 Adequately prepared ..... 3 Somewhat prepared ..... 4 Totally unprepared 5	(CIRCLE ONE) Very well prepared ..... 1 Well prepared ..... 2 Adequately prepared ..... 3 Somewhat prepared ..... 4 Totally unprepared 5
15. Approximately how many hours per week does this class meet regularly (exclude lab periods)?	|_| Hours	|_| Hours

16. Indicate about how much time you spend each week doing each of the following with this class.

	CLASS #1 (CIRCLE ONE ON EACH LINE)								CLASS #2 (CIRCLE ONE ON EACH LINE)							
		None	<1 hr.	1 hr.	2 hr.	3 hr.	4 hr.	5+ hr.		None	<1 hr.	1 hr.	2 hr.	3 hr.	4 hr.	5+ hr.
a. Providing instruction to the class as a whole	a.	01	02	03	04	05	06	07	a.	01	02	03	04	05	06	07
b. Providing instruction to small groups of students	b.	01	02	03	04	05	06	07	b.	01	02	03	04	05	06	07
c. Providing instruction to individual students	c.	01	02	03	04	05	06	07	c.	01	02	03	04	05	06	07
d. Maintaining order/disciplining students	d.	01	02	03	04	05	06	07	d.	01	02	03	04	05	06	07
e. Administering tests or quizzes	e.	01	02	03	04	05	06	07	e.	01	02	03	04	05	06	07
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	f.	01	02	03	04	05	06	07	f.	01	02	03	04	05	06	07
g. Conducting lab periods	g.	01	02	03	04	05	06	07	g.	01	02	03	04	05	06	07

CLASS #3	CLASS #4	CLASS #5
(CIRCLE ONE) Very well prepared ____ 1 Well prepared ____ 2 Adequately prepared ____ 3 Somewhat prepared ____ 4 Totally unprepared ____ 5	(CIRCLE ONE) Very well prepared ____ 1 Well prepared ____ 2 Adequately prepared ____ 3 Somewhat prepared ____ 4 Totally unprepared ____ 5	(CIRCLE ONE) Very well prepared ____ 1 Well prepared ____ 2 Adequately prepared ____ 3 Somewhat prepared ____ 4 Totally unprepared ____ 5
__ Hours	__ Hours	__ Hours

(CIRCLE ONE ON EACH LINE)

	None	<1 hr.	1 hr.	2 hr.	3 hr.	4 hr.	5+ hr.
a.	01	02	03	04	05	06	07
b.	01	02	03	04	05	06	07
c.	01	02	03	04	05	06	07
d.	01	02	03	04	05	06	07
e.	01	02	03	04	05	06	07
f.	01	02	03	04	05	06	07
g.	01	02	03	04	05	06	07

(CIRCLE ONE ON EACH LINE)

	None	<1 hr.	1 hr.	2 hr.	3 hr.	4 hr.	5+ hr.
a.	01	02	03	04	05	06	07
b.	01	02	03	04	05	06	07
c.	01	02	03	04	05	06	07
d.	01	02	03	04	05	06	07
e.	01	02	03	04	05	06	07
f.	01	02	03	04	05	06	07
g.	01	02	03	04	05	06	07

(CIRCLE ONE ON EACH LINE)

	None	<1 hr.	1 hr.	2 hr.	3 hr.	4 hr.	5+ hr.
a.	01	02	03	04	05	06	07
b.	01	02	03	04	05	06	07
c.	01	02	03	04	05	06	07
d.	01	02	03	04	05	06	07
e.	01	02	03	04	05	06	07
f.	01	02	03	04	05	06	07
g.	01	02	03	04	05	06	07

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THE REMAINDER OF PART TWO CONSISTS OF QUESTIONS THAT APPLY TO SPECIFIC SUBJECTS.
For each class designated on the front cover, please answer only the questions that apply to the subject being taught in that class: English (Questions 17-19), Mathematics (Questions 20-22), Social Studies (Question 23), or Science (Questions 24-29).

	CLASS #1	CLASS #2
ANSWER QUESTIONS 17-19 FOR ENGLISH CLASSES ONLY.		
17. Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All.	(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)
	Major Topic / Minor Topic / Review Topic Only / Not Covered at all	Major Topic / Minor Topic / Review Topic Only / Not Covered at all
a. Grammar	a. 1 2 3 4	a. 1 2 3 4
b. Literature	b. 1 2 3 4	b. 1 2 3 4
c. Composition	c. 1 2 3 4	c. 1 2 3 4
d. Reading	d. 1 2 3 4	d. 1 2 3 4
e. Study skills	e. 1 2 3 4	e. 1 2 3 4
f. Spelling	f. 1 2 3 4	f. 1 2 3 4
18. How often are the following types of literature used in making assignments to your students?	(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)
	Majority of the time / Some of the time / Rarely / Never	Majority of the time / Some of the time / Rarely / Never
a. Fiction	a. 1 2 3 4	a. 1 2 3 4
b. Poetry	b. 1 2 3 4	b. 1 2 3 4
c. Mythology/folk tales	c. 1 2 3 4	c. 1 2 3 4
d. Biography	d. 1 2 3 4	d. 1 2 3 4
e. Drama	e. 1 2 3 4	e. 1 2 3 4
f. Expository text	f. 1 2 3 4	f. 1 2 3 4
g. Other non-fiction	g. 1 2 3 4	g. 1 2 3 4
19. In addition to full-length selections appearing in any textbook/workbook you may use, how many books will you require your students to read this school year?	(CIRCLE ONE)	(CIRCLE ONE)
	None ..... 1 One ..... 2 Two ..... 3 Three ..... 4 Four ..... 5 Five or more 6	None ..... 1 One ..... 2 Two ..... 3 Three ..... 4 Four ..... 5 Five or more 6
ANSWER QUESTIONS 20-22 FOR MATHEMATICS CLASSES ONLY		
20. Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All.	(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)
	Major Topic / Minor Topic / Review Topic Only / Not Covered at all	Major Topic / Minor Topic / Review Topic Only / Not Covered at all
a. Common fractions	a. 1 2 3 4	a. 1 2 3 4
b. Decimal fractions	b. 1 2 3 4	b. 1 2 3 4
c. Ratio and proportion	c. 1 2 3 4	c. 1 2 3 4
d. Percent	d. 1 2 3 4	d. 1 2 3 4
e. Measurement	e. 1 2 3 4	e. 1 2 3 4
f. Geometry	f. 1 2 3 4	f. 1 2 3 4
g. Algebra (formulas and equations)	g. 1 2 3 4	g. 1 2 3 4
h. Integers	h. 1 2 3 4	h. 1 2 3 4
i. Probability and statistics	i. 1 2 3 4	i. 1 2 3 4
j. Problem solving	j. 1 2 3 4	j. 1 2 3 4

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CLASS #3	CLASS #4	CLASS #5
(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)
Major Topic / Minor Topic / Review Topic Only / Not Covered at all	Major Topic / Minor Topic / Review Topic Only / Not Covered at all	Major Topic / Minor Topic / Review Topic Only / Not Covered at all
a. 1 2 3 4	a. 1 2 3 4	a. 1 2 3 4
b. 1 2 3 4	b. 1 2 3 4	b. 1 2 3 4
c. 1 2 3 4	c. 1 2 3 4	c. 1 2 3 4
d. 1 2 3 4	d. 1 2 3 4	d. 1 2 3 4
e. 1 2 3 4	e. 1 2 3 4	e. 1 2 3 4
f. 1 2 3 4	f. 1 2 3 4	f. 1 2 3 4
(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)
Majority of the time / Some of the time / Rarely / Never	Majority of the time / Some of the time / Rarely / Never	Majority of the time / Some of the time / Rarely / Never
a. 1 2 3 4	a. 1 2 3 4	a. 1 2 3 4
b. 1 2 3 4	b. 1 2 3 4	b. 1 2 3 4
c. 1 2 3 4	c. 1 2 3 4	c. 1 2 3 4
d. 1 2 3 4	d. 1 2 3 4	d. 1 2 3 4
e. 1 2 3 4	e. 1 2 3 4	e. 1 2 3 4
f. 1 2 3 4	f. 1 2 3 4	f. 1 2 3 4
g. 1 2 3 4	g. 1 2 3 4	g. 1 2 3 4
(CIRCLE ONE)	(CIRCLE ONE)	(CIRCLE ONE)
None 1	None 1	None 1
One 2	One 2	One 2
Two 3	Two 3	Two 3
Three 4	Three 4	Three 4
Four 5	Four 5	Four 5
Five or more 6	Five or more 6	Five or more 6
(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)	(CIRCLE ONE ON EACH LINE)
Major Topic / Minor Topic / Review Topic Only / Not Covered At All	Major Topic / Minor Topic / Review Topic Only / Not Covered At All	Major Topic / Minor Topic / Review Topic Only / Not Covered At All
a. 1 2 3 4	a. 1 2 3 4	a. 1 2 3 4
b. 1 2 3 4	b. 1 2 3 4	b. 1 2 3 4
c. 1 2 3 4	c. 1 2 3 4	c. 1 2 3 4
d. 1 2 3 4	d. 1 2 3 4	d. 1 2 3 4
e. 1 2 3 4	e. 1 2 3 4	e. 1 2 3 4
f. 1 2 3 4	f. 1 2 3 4	f. 1 2 3 4
g. 1 2 3 4	g. 1 2 3 4	g. 1 2 3 4
h. 1 2 3 4	h. 1 2 3 4	h. 1 2 3 4
i. 1 2 3 4	i. 1 2 3 4	i. 1 2 3 4
j. 1 2 3 4	j. 1 2 3 4	j. 1 2 3 4

	CLASS #1	CLASS #2
21. Do your students have access to pocket or hand held calculators owned by the school for use in this class? _____	(CIRCLE ONE) Yes 1 No 2	(CIRCLE ONE) Yes 1 No 2
22. On the average, how often do your students use calculators (the school's or their own) in this class? _____	(CIRCLE ONE) Several times a week or more _____ 1 About once a week _____ 2 Hardly ever or never _____ 3	(CIRCLE ONE) Several times a week or more _____ 1 About once a week _____ 2 Hardly ever or never _____ 3

ANSWER QUESTION 23 FOR SOCIAL STUDIES CLASSES ONLY.

23. Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not covered at All.

	(CIRCLE ONE ON EACH LINE)				(CIRCLE ONE ON EACH LINE)			
	Major Topic	Minor Topic	Review Topic Only	Not Covered at all	Major Topic	Minor Topic	Review Topic Only	Not Covered at all
a. State history	a. 1	2	3	4	a. 1	2	3	4
b. United States or American history	b. 1	2	3	4	b. 1	2	3	4
c. World or Western history	c. 1	2	3	4	c. 1	2	3	4
d. Civics/government	d. 1	2	3	4	d. 1	2	3	4
e. Geography	e. 1	2	3	4	e. 1	2	3	4
f. Current events	f. 1	2	3	4	f. 1	2	3	4
g. Ethics	g. 1	2	3	4	g. 1	2	3	4
h. Economics	h. 1	2	3	4	h. 1	2	3	4

ANSWER QUESTIONS 24-29 FOR SCIENCE CLASSES ONLY

24. Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All.

	(CIRCLE ONE ON EACH LINE)				(CIRCLE ONE ON EACH LINE)			
	Major Topic	Minor Topic	Review Topic Only	Not Covered At All	Major Topic	Minor Topic	Review Topic Only	Not Covered At All
a. Plants	a. 1	2	3	4	a. 1	2	3	4
b. Animals	b. 1	2	3	4	b. 1	2	3	4
c. Human biology	c. 1	2	3	4	c. 1	2	3	4
d. Genetics	d. 1	2	3	4	d. 1	2	3	4
e. Personal health	e. 1	2	3	4	e. 1	2	3	4
f. Earth science or geology	f. 1	2	3	4	f. 1	2	3	4
g. Weather	g. 1	2	3	4	g. 1	2	3	4
h. Astronomy or space	h. 1	2	3	4	h. 1	2	3	4
i. Electricity or magnetism	i. 1	2	3	4	i. 1	2	3	4
j. Mechanics	j. 1	2	3	4	j. 1	2	3	4
k. Heat	k. 1	2	3	4	k. 1	2	3	4
l. Optics	l. 1	2	3	4	l. 1	2	3	4
m. Chemistry	m. 1	2	3	4	m. 1	2	3	4
n. Atomic theory	n. 1	2	3	4	n. 1	2	3	4
o. Environmental science	o. 1	2	3	4	o. 1	2	3	4
p. Oceanography	p. 1	2	3	4	p. 1	2	3	4
q. Science and society	q. 1	2	3	4	q. 1	2	3	4

CLASS #3	CLASS #4	CLASS #5
(CIRCLE ONE) Yes 1 No 2	(CIRCLE ONE) Yes 1 No 2	(CIRCLE ONE) Yes 1 No 2
(CIRCLE ONE) Several times a week or more ..... 1 About once a week ..... 2 Hardly ever or never 3	(CIRCLE ONE) Several times a week or more ..... 1 About once a week ..... 2 Hardly ever or never 3	(CIRCLE ONE) Several times a week or more ..... 1 About once a week ..... 2 Hardly ever or never 3

(CIRCLE ONE ON EACH LINE)

	Major Topic	Minor Topic	Review Topic Only	Not Covered At All
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4
d.	1	2	3	4
e.	1	2	3	4
f.	1	2	3	4
g.	1	2	3	4
h.	1	2	3	4

(CIRCLE ONE ON EACH LINE)

	Major Topic	Minor Topic	Review Topic Only	Not Covered At All
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4
d.	1	2	3	4
e.	1	2	3	4
f.	1	2	3	4
g.	1	2	3	4
h.	1	2	3	4

(CIRCLE ONE ON EACH LINE)

	Major Topic	Minor Topic	Review Topic Only	Not Covered At All
a.	1	2	3	4
b.	1	2	3	4
c.	1	2	3	4
d.	1	2	3	4
e.	1	2	3	4
f.	1	2	3	4
g.	1	2	3	4
h.	1	2	3	4

(CIRCLE ONE ON EACH LINE)

	Major Topic	Minor Topic	Review Topic Only	Not Covered At All
i.	1	2	3	4
j.	1	2	3	4
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4
n.	1	2	3	4
o.	1	2	3	4
p.	1	2	3	4
q.	1	2	3	4

(CIRCLE ONE ON EACH LINE)

	Major Topic	Minor Topic	Review Topic Only	Not Covered At All
i.	1	2	3	4
j.	1	2	3	4
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4
n.	1	2	3	4
o.	1	2	3	4
p.	1	2	3	4
q.	1	2	3	4

(CIRCLE ONE ON EACH LINE)

	Major Topic	Minor Topic	Review Topic Only	Not Covered At All
i.	1	2	3	4
j.	1	2	3	4
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4
n.	1	2	3	4
o.	1	2	3	4
p.	1	2	3	4
q.	1	2	3	4

	CLASS #1	CLASS #2
25. How often do you demonstrate a science experiment in class?	(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5	(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5
26. How often do students conduct science experiments in this class?	(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5	(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5
27. Indicate whether or not you have access to science laboratory facilities for your teaching in this class: a. in your regular classroom ..... b. outside your regular classroom	(CIRCLE ONE ON EACH LINE) Yes No a. 1 2 b. 1 2	(CIRCLE ONE ON EACH LINE) Yes No a. 1 2 b. 1 2
28. Which of the following best describes the science equipment you have for students in this class to use?	(CIRCLE ONE) Each one usually has his/her own equipment ..... 1 One student usually shares with another ..... 2 Groups of students (3 or more) usually share equipment ..... 3 I have little or no equipment for students to use 4	(CIRCLE ONE) Each one usually has his/her own equipment ..... 1 One student usually shares with another ..... 2 Groups of students (3 or more) usually share equipment ..... 3 I have little or no equipment for students to use 4
29. What is the condition of the science equipment you use in this class?	(CIRCLE ONE) Excellent 1 Good 2 Fair 3 Poor 4 I have none 5	(CIRCLE ONE) Excellent 1 Good 2 Fair 3 Poor 4 I have none 5

CLASS #3	CLASS #4	CLASS #5
(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5	(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5	(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5
(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5	(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5	(CIRCLE ONE) Almost every day ..... 1 About once a week ..... 2 About once a month ..... 3 Less than once a month ..... 4 Never 5
(CIRCLE ONE ON EACH LINE) Yes No a. 1 2 b. 1 2	(CIRCLE ONE ON EACH LINE) Yes No a. 1 2 b. 1 2	(CIRCLE ONE ON EACH LINE) Yes No a. 1 2 b. 1 2
(CIRCLE ONE) Each one usually has his/her own equipment ..... 1 One student usually shares with another ..... 2 Groups of students (3 or more) usually share equipment ..... 3 I have little or no equipment for students to use 4	(CIRCLE ONE) Each one usually has his/her own equipment ..... 1 One student usually shares with another ..... 2 Groups of students (3 or more) usually share equipment ..... 3 I have little or no equipment for students to use 4	(CIRCLE ONE) Each one usually has his/her own equipment ..... 1 One student usually shares with another ..... 2 Groups of students (3 or more) usually share equipment ..... 3 I have little or no equipment for students to use 4
(CIRCLE ONE) Excellent 1 Good 2 Fair 3 Poor 4 I have none 5	(CIRCLE ONE) Excellent 1 Good 2 Fair 3 Poor 4 I have none 5	(CIRCLE ONE) Excellent 1 Good 2 Fair 3 Poor 4 I have none 5

PART III. TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex?

(CIRCLE ONE)

Male 1
Female 2

2. Which best describes you?

(CIRCLE ONE)

American Indian or Alaskan Native 1
Asian or Pacific Islander 2
Hispanic, regardless of race 3
Black, not of Hispanic Origin 4
White, not of Hispanic Origin 5

3. What is the date of your birth?

|__|__| |__|__| 19|__|__|
Month Date Year

4. Counting this year, how many years in total have you taught at either the elementary or secondary level?

|__|__| Years

5. Counting this year, how many years in total have you taught in this school?

|__|__| Years

6. What type of teaching certification do you hold from the state where you teach?

(CIRCLE ONE)

Regular or standard certification 1
Probationary certification 2
Temporary, provisional, or emergency certificate 3
I am not certified ..... 4 (SKIP TO Q.8)

7. In each of the following subjects, please indicate whether or not you hold a certificate from the state where you teach.

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Mathematics	1	2
b.	Science	1	2
c.	English	1	2
d.	Social Studies	1	2

8. What is the highest academic degree you hold?

(CIRCLE ONE)

Less than a bachelor's degree	1	(SKIP TO Q.13)
Bachelor's	2	
Master's	3	
Education specialist or professional diploma based on at least one year of work past master's degree level	4	
Doctorate	5	
First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	6	

9. What were your major and minor fields of study for your bachelor's degree only?

(CIRCLE ALL THAT APPLY)

		MAJOR	MINOR
a.	Education	1	1
b.	English	1	1
c.	History (or Social Studies/ Social Science)	1	1
d.	Mathematics	1	1
e.	Natural/Physical Sciences	1	1
f.	Foreign Language	1	1
g.	Other (please specify)		
	_____	1	1
	_____	1	1

10. If you have earned a graduate degree, what were your major and minor fields of study for your highest graduate degree?

Not applicable; no graduate degree ..... |__| (SKIP TO Q. 11)

(CIRCLE ALL THAT APPLY)

		MAJOR	MINOR
a.	Education	1	1
b.	English	1	1
c.	History (or Social Studies/ Social Science)	1	1
d.	Mathematics	1	1
e.	Natural/Physical Sciences	1	1
f.	Foreign Language	1	1
g.	Other (please specify)		
	_____	1	1
	_____	1	1

11. Please print the name of the college or university at which you received your bachelor's degree and indicate the year of your degree (or of your most recent attendance).

(PLEASE PRINT NAME. DO NOT ABBREVIATE.)

Name of College/University _____

City, State _____

Year of Degree (or most recent attendance) ..... 19___

12. Please print the name of the college or university at which you received your master's or other graduate degree (or have earned graduate credits) and indicate the year of your degree (or of your most recent attendance). If you have completed more than one graduate degree, please fill in the information below for your highest degree. If you have not completed a graduate degree, please give the name of the college or university at which you have earned the largest number of graduate credits.

Not applicable: No graduate credits ..... |_| (SKIP TO Q.13)

Name of College/University _____

City, State _____

Year of Degree (or most recent attendance) ..... 19___

13. Are you proficient in any language(s) other than English?

(CIRCLE ONE)

Yes 1
No ..... 2 (SKIP TO Q.18)

14. In what language(s) are you proficient?

(CIRCLE ALL THAT APPLY)

a. French 1
b. German 1
c. Greek 1
d. Italian 1
e. Polish 1
f. Portuguese 1
g. Spanish 1
h. Chinese 1
i. Japanese 1
j. Korean 1
k. A Filipino language 1
l. An Indochinese language 1
m. Other (please specify) _____ 1

15. Please answer the following questions about the non-English language in which you are most proficient. (IF YOU KNOW MORE THAN ONE NON-ENGLISH LANGUAGE, ANSWER WITH REGARD TO THE LANGUAGE IN WHICH YOU ARE MOST PROFICIENT. PLEASE WRITE THE NAME OF THAT LANGUAGE ON THE LINE BELOW.)

Language _____

16. With regard to that language, how well do you do the following?

(CIRCLE ONE ON EACH LINE)

How well do you:	Very Well	Pretty Well	Well	Not Very Well
a. Understand that language	1	2	3	4
b. Speak that language	1	2	3	4
c. Read that language	1	2	3	4
d. Write that language	1	2	3	4

17. Which of the following statements accurately describe your past experience with the language other than English in which you are most proficient?

(CIRCLE ONE ON EACH LINE)

	Yes	No
a. I am a native speaker of the language	1	2
b. The language was the medium of instruction for my elementary or secondary education	1	2
c. The language was the medium of instruction for my university studies	1	2
d. I studied the language as a foreign language	1	2
e. I learned the language informally	1	2

18. What is your employment status in this school system?

(CIRCLE ONE)

Regular full-time appointment 1
Regular part-time appointment 2
Substitute teacher 3
Other 4

19. During the last 12 months, what is the total amount of time you have spent on in-service education in the subject you teach the majority of the time? (Include attendance at workshops, continuing education programs, etc., but do not include formal courses for which you have received college credit.)

(CIRCLE ONE)

None 1
Less than 6 hours 2
6-15 hours 3
16-35 hours 4
More than 35 hours 5

20. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time?

(CIRCLE ALL THAT APPLY)

a. None 1
b. Released time from teaching 1
c. Travel and/or per diem expenses 1
d. Stipend(s) 1
e. Professional growth credits 1
f. Other (please specify) _____ 1

21. Do you provide instruction in an eighth grade gifted and talented program at this school?

(CIRCLE ONE)

Yes 1
No ..... 2 (SKIP TO Q.26)

22. What percentage of your classroom time is spent in teaching students in a gifted and talented program?

Percentage of time ..... |_|_|_| %

23. Do you have special training in teaching gifted and talented children?

(CIRCLE ALL THAT APPLY)

a. Yes, in-service training 1
b. Yes, undergraduate course credit 1
c. Yes, graduate course credit 1
d. Yes, continuing education credit 1
e. No 1

24. Do you have special certification in teaching gifted and talented children?

(CIRCLE ONE)

Yes, provisional or temporary 1
Yes, permanent or long-term 2
No 3

25. For the gifted and talented program in which you teach, how satisfied are you with the following:

(CIRCLE ONE ON EACH LINE)

	Extremely Satisfied	Satisfied	Dissatisfied	Extremely Dissatisfied
a. The financial resources available for this special program	1	2	3	4
b. The content or curriculum of the gifted/talented program	1	2	3	4
c. The amount of time available for planning and preparation of gifted/talented instruction	1	2	3	4
d. Student progress under the program	1	2	3	4
e. The selection procedures for the gifted/talented program	1	2	3	4
f. The amount of time allocated to teaching gifted classes	1	2	3	4

26. Indicate the degree to which each of the following matters is a problem in your school.

(CIRCLE ONE ON EACH LINE)

	Serious	Moderate	Minor	Not a Problem
a. Student tardiness	1	2	3	4
b. Student absenteeism	1	2	3	4
c. Student class cutting	1	2	3	4
d. Physical conflicts among students	1	2	3	4
e. Robbery or theft	1	2	3	4
f. Vandalism of school property	1	2	3	4
g. Student use of alcohol	1	2	3	4
h. Student use of illegal drugs	1	2	3	4
i. Student possession of weapons	1	2	3	4
j. Physical abuse of teachers	1	2	3	4
k. Verbal abuse of teachers	1	2	3	4

27. In addition to your duties at this school, do you hold another paying job that is either full or part-time?

(CIRCLE ONE)

Yes, summer only 1
Yes, school year only 2
Yes, during the entire year 3
No 4

28. How many days of teaching were you absent, for any reason, during the first semester of the current school year?

(CIRCLE ONE)

No days absent	1
1-2 days absent	2
3-4 days absent	3
5-7 days absent	4
8-11 days absent	5
12 or more days absent	6

29. How often did someone with supervisory responsibility, from your school or district, formally observe your teaching during the first semester of the current school year?

(CIRCLE ONE)

At least once a week	1
At least once a month	2
Several times	3
Hardly ever or never	4

30. For the most recent full week, please indicate about how much time you spent outside your regular school hours on each of the following school-related activities:

(CIRCLE ONE ON EACH LINE)

	None	< 1 hr.	1 hr.	2 hrs.	3 hrs.	4 hrs.	5 hrs.	6+ hrs.
a. Planning and preparing for teaching	01	02	03	04	05	06	07	08
b. Correcting papers	01	02	03	04	05	06	07	08
c. Other recordkeeping/ paperwork	01	02	03	04	05	06	07	08
d. Meeting with other teachers on lesson planning, curriculum development, guidance	01	02	03	04	05	06	07	08
e. Coordinating a curriculum area or department	01	02	03	04	05	06	07	08
f. Supervising students (halls, field trips, playground)	01	02	03	04	05	06	07	08
g. Coaching or advising extracurricular activities	01	02	03	04	05	06	07	08
h. Communicating with parents	01	02	03	04	05	06	07	08

31. Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance?

(CIRCLE ONE)

None	01
1-4 students' parents	02
5-9 students' parents	03
10-19 students' parents	04
20-29 students' parents	05
30-39 students' parents	06
40-59 students' parents	07
60 or more students' parents	08

32. What proportion of your students use a microcomputer on a regular basis for instructional purposes related to the material you cover in your classes?

(CIRCLE ONE)

None	01 (SKIP TO Q34)
Fewer than 10%	02
10-25%	03
26-50%	04
51-75%	05
76-90%	06
More than 90%	07

33. Which of the following best describes how you make instructional use of microcomputers with these students relative to the regular instruction in your classes?

(CIRCLE ONE)

Totally for enrichment purposes	1
Mainly for enrichment purposes, a little for remedial purposes	2
About equally split between enrichment and remedial purposes	3
Mainly for remedial purposes	4
Totally for remedial purposes	5

34. Please provide the information requested below so we can reach you if any clarification of your responses is needed. Your Social Security Number is needed so that any later information is correctly matched with the same individual. (Please print)

_____ _____ ___ _____
(Last name) (First name) (MI) (Maiden name, if any)

__ __ _____
(Social Security Number)

(____) _____ ☐ Home or ☐ Office Best time of day to call: ____ AM PM
Telephone Number

The National Science Foundation would like to use your college transcript(s) to conduct research on college course taking patterns of teachers in order to assess and improve teacher education and training programs. Transcript information will never be identified with the individual and collected information will be merged with those of other teachers. We plan to obtain transcripts using the provisions of Section 99.31 of the Family Rights and Privacy Act of 1976. However, we will honor your wishes in this matter. If you do not want us to request your college transcript(s), please check the box ☐ and sign below.

_____
Signature (Only if you refuse)

Many postsecondary institutions provide transcripts at lower costs if you grant explicit permission. If you are willing to grant us explicit permission to obtain your transcript(s) and save your government some money, please sign the permission form below.

Transcript Permission Form

Your signature is requested to allow NELS:88 to obtain a copy of your college transcript(s). The information will be used solely for the purposes of this study. We wish to thank you for your help and information.

Please give NELS:88 a copy of my college transcript.

_____
Signature

Appendix B

Critical Items: Teacher Questionnaire

BYT1_1	Student assigned to one or more of teacher's classes
BYT1_4	Is student frequently absent
BYT1_6	Is student consistently inattentive
BYT2_1	Title and period of class
BYT2_2	Achievement level compared with school
BYT2_3	Number of students enrolled in class
BYT2_13A	Teacher determines textbooks
BYT2_13B	Principal determines textbooks
BYT2_13C	Teacher group determines textbooks
BYT2_13D	Department head determines textbooks
BYT2_13E	District committee determines textbooks
BYT2_13F	State committee determines textbooks
BYT2_13G	Other determines textbooks
BYT2_15	Hours class meets each week
BYT2_17A	Emphasis on grammar
BYT2_17B	Emphasis on literature
BYT2_17C	Emphasis on composition
BYT2_17D	Emphasis on reading
BYT2_17E	Emphasis on study skills
BYT2_17F	Emphasis on spelling
BYT2_20A	Emphasis on common fractions
BYT2_20B	Emphasis on decimal fractions
BYT2_20C	Emphasis on ratio and proportion
BYT2_20D	Emphasis on percent
BYT2_20E	Emphasis on measurement
BYT2_20F	Emphasis on geometry
BYT2_20G	Emphasis on algebra
BYT2_20H	Emphasis on integers
BYT2_20I	Emphasis on probability and statistics
BYT2_20J	Emphasis on problem solving
BYT2_23A	Emphasis on state history
BYT2_23B	Emphasis on U.S. history
BYT2_23C	Emphasis on world history
BYT2_23D	Emphasis on civics
BYT2_23E	Emphasis on geography
BYT2_23F	Emphasis on current events
BYT2_23G	Emphasis on ethics
BYT2_23H	Emphasis on economics
BYT2_24A	Emphasis on plants
BYT2_24B	Emphasis on animals
BYT2_24C	Emphasis on human biology
BYT2_24D	Emphasis on genetics
BYT2_24E	Emphasis on personal health
BYT2_24F	Emphasis on geology
BYT2_24G	Emphasis on weather
BYT2_24H	Emphasis on astronomy

BYT2_24I	Emphasis on electricity
BYT2_24J	Emphasis on mechanics
BYT2_24K	Emphasis on heat
BYT2_24L	Emphasis on optics
BYT2_24M	Emphasis on chemistry
BYT2_24N	Emphasis on atomic theory
BYT2_24O	Emphasis on environment
BYT2_24P	Emphasis on oceanography
BYT2_24Q	Emphasis on science and society
BYT3_1	Sex of teacher
BYT3_2	Race of teacher
BYT3_4	Years taught elementary
BYT3_7A	Certificate in mathematics
BYT3_7B	Certificate in science
BYT3_7C	Certificate in English
BYT3_7D	Certificate in social studies
BYT3_8	Highest degree held
BYT3_11A	Undergraduate school name
BYT3_11B	Year of undergraduate degree
BYT3_12A	No graduate degree
BYT3_12B	Graduate school name
BYT3_12C	Year of graduate degree
BYT3_13	Proficient in language other than English
BYT3_18	Employment status in school system
BYT3_21	Instruct gifted eighth graders

Appendix C

Record Layout for NELS:88 Teacher Questionnaire

Question Number	Variable Name	Format	Length	Start Position	End Position
STU_ID	STU_ID	I	7	1	7
SCH_ID	SCH_ID	I	5	1	5
SSTRATID	SSTRATID	I	2	1	2
SUBJECT	SUBJECT	A	1	8	8
TEACH	TEACH	I	2	9	10
CLASS	CLASS	I	2	11	12
1_1	BYT1_1	I	1	13	13
1_2	BYT1_2	I	1	14	14
1_3	BYT1_3	I	1	15	15
1_4	BYT1_4	I	1	16	16
1_5	BYT1_5	I	1	17	17
1_6	BYT1_6	I	1	18	18
1_7	BYT1_7	I	1	19	19
1_8	BYT1_8	I	1	20	20
1_9	BYT1_9	I	1	21	21
1_10	BYT1_10	I	1	22	22
1_11	BYT1_11	I	1	23	23
1_12	BYT1_12	I	1	24	24
PERIOD	PERIOD	A	5	25	29
2_2	BYT2_2	I	1	30	30
2_3	BYT2_3	I	2	31	32
2_4	BYT2_4	I	1	33	33
2_5	BYT2_5	I	2	34	35
2_6	BYT2_6	I	2	36	37
2_7H	BYT2_7H	I	2	38	39
2_7M	BYT2_7M	I	2	40	41
2_8A	BYT2_8A	I	1	42	42
2_8B	BYT2_8B	I	1	43	43
2_8C	BYT2_8C	I	1	44	44
2_9A	BYT2_9A	I	1	45	45
2_9B	BYT2_9B	I	1	46	46
2_9C	BYT2_9C	I	1	47	47
2_9D	BYT2_9D	I	1	48	48
2_11	BYT2_11	I	2	49	50
2_12A	BYT2_12A	I	1	51	51
2_12B	BYT2_12B	I	1	52	52
2_12C	BYT2_12C	I	1	53	53
2_12D	BYT2_12D	I	1	54	54
2_12E	BYT2_12E	I	1	55	55
2_12F	BYT2_12F	I	1	56	56
2_13A	BYT2_13A	I	1	57	57
2_13B	BYT2_13B	I	1	58	58

2_13C	BYT2_13C	I	1	59	59
2_13D	BYT2_13D	I	1	60	60
2_13E	BYT2_13E	I	1	61	61
2_13F	BYT2_13F	I	1	62	62
2_13G	BYT2_13G	I	1	63	63
2_14	BYT2_14	I	1	64	64
2_15	BYT2_15	I	2	65	66
2_16A	BYT2_16A	I	2	67	68
2_16B	BYT2_16B	I	2	69	70
2_16C	BYT2_16C	I	2	71	72
2_16D	BYT2_16D	I	2	73	74
2_16E	BYT2_16E	I	2	75	76
2_16F	BYT2_16F	I	2	77	78
2_16G	BYT2_16G	I	2	79	80
SUBJECT2	SUBJECT2	A	1	81	81
2_17A	BYT2_17A	I	1	82	82
2_17B	BYT2_17B	I	1	83	83
2_17C	BYT2	I	1	84	84
2_17D	BYT2	I	1	85	85
2_17E	BYT2	I	1	86	86
2_17F	BYT2_17F	I	1	87	87
2_18A	BYT2_18A	I	1	88	88
2_18B	BYT2_18B	I	1	89	89
2_18C	BYT2_18C	I	1	90	90
2_18D	BYT2_18D	I	1	91	91
2_18E	BYT2_18E	I	1	92	92
2_18F	BYT2_18F	I	1	93	93
2_18G	BYT2_18G	I	1	94	94
2_19	BYT2_19	I	2	95	96
2_20A	BYT2_20A	I	1	97	97
2_20B	BYT2_20B	I	1	98	98
2_20C	BYT2_20C	I	1	99	99
2_20D	BYT2_20D	I	1	100	100
2_20E	BYT2_20E	I	1	101	101
2_20F	BYT2_20F	I	1	102	102
2_20G	BYT2_20G	I	1	103	103
2_20H	BYT2_20H	I	1	104	104
2_20I	BYT2_20I	I	1	105	105
2_20J	BYT2_20J	I	1	106	106
2_21	BYT2_21	I	1	107	107
2_22	BYT2_22	I	1	108	108
2_23A	BYT2_23A	I	1	109	109
2_23B	BYT2_23B	I	1	110	110
2_23C	BYT2_23C	I	1	111	111
2_23D	BYT2_23D	I	1	112	112

2_23E	BYT2_23E	I	1	113	113
2_23F	BYT2_23F	I	1	114	114
2_23G	BYT2_23G	I	1	115	115
2_23H	BYT2_23H	I	1	116	116
2_24A	BYT2_24A	I	1	117	117
2_24B	BYT2_24B	I	1	118	118
2_24C	BYT2_24C	I	1	119	119
2_24D	BYT2_24D	I	1	120	120
2_24E	BYT2_24E	I	1	121	121
2_24F	BYT2_24F	I	1	122	122
2_24G	BYT2_24G	I	1	123	123
2_24H	BYT2_24H	I	1	124	124
2_24I	BYT2_24I	I	1	125	125
2_24J	BYT2_24J	I	1	126	126
2_24K	BYT2_24K	I	1	127	127
2_24L	BYT2_24L	I	1	128	128
2_24M	BYT2_24M	I	1	129	129
2_24N	BYT2_24N	I	1	130	130
2_24O	BYT2_24O	I	1	131	131
2_24P	BYT2_24P	I	1	132	132
2_24Q	BYT2_24Q	I	1	133	133
2_25	BYT2_25	I	1	134	134
2_26	BYT2_26	I	1	135	135
2_27A	BYT2_27A	I	1	136	136
2_27B	BYT2_27B	I	1	137	137
2_28	BYT2_28	I	1	138	138
2_29	BYT2_29	I	1	139	139
3_1	BYT3_1	I	1	140	140
3_2	BYT3_2	I	1	141	141
3_3Y	BYT3_3Y	I	2	142	143
3_4	BYT3_4	I	2	144	145
3_5	BYT3_5	I	2	146	147
3_6	BYT3_6	I	1	148	148
3_7A	BYT3_7A	I	1	149	149
3_7B	BYT3_7B	I	1	150	150
3_7C	BYT3_7C	I	1	151	151
3_7D	BYT3_7D	I	1	152	152
3_8	BYT3_8	I	1	153	153
3_9A1	BYT3_9A1	I	1	154	154
3_9A2	BYT3_9A2	I	1	155	155
3_9B1	BYT3_9B1	I	1	156	156
3_9B2	BYT3_9B2	I	1	157	157
3_9C1	BYT3_9C1	I	1	158	158
3_9C2	BYT3_9C2	I	1	159	159
3_9D1	BYT3_9D1	I	1	160	160

3_9D2	BYT3_9D2	I	1	161	161
3_9E1	BYT3_9E1	I	1	162	162
3_9E2	BYT3_9E2	I	1	163	163
3_9F1	BYT3_9F1	I	1	164	164
3_9F2	BYT3_9F2	I	1	165	165
3_9G1	BYT3_9G1	I	1	166	166
3_9G2	BYT3_9G2	I	1	167	167
3_9H1	BYT3_9H1	I	1	168	168
3_9H2	BYT3_9H2	I	1	169	169
3_10A	BYT3_10A	I	1	170	170
3_10A1	BYT3_10A1	I	1	171	171
3_10A2	BYT3_10A2	I	1	172	172
3_10B1	BYT3_10B1	I	1	173	173
3_10B2	BYT3_10B2	I	1	174	174
3_10C1	BYT3_10C1	I	1	175	175
3_10C2	BYT3_10C2	I	1	176	176
3_10D1	BYT3_10D1	I	1	177	177
3_10D2	BYT3_10D2	I	1	178	178
3_10E1	BYT3_10E1	I	1	179	179
3_10E2	BYT3_10E2	I	1	180	180
3_10F1	BYT3_10F1	I	1	181	181
3_10F2	BYT3_10F2	I	1	182	182
3_10G1	BYT3_10G1	I	1	183	183
3_10G2	BYT3_10G2	I	1	184	184
3_10H1	BYT3_10H1	I	1	185	185
3_10H2	BYT3_10H2	I	1	186	186
3_11B	BYT3_11B	I	2	187	188
3_12C	BYT3_12C	I	2	189	190
3_13	BYT3_13	I	1	191	191
3_14A	BYT3_14A	I	1	192	192
3_14B	BYT3_14B	I	1	193	193
3_14C	BYT3_14C	I	1	194	194
3_14D	BYT3_14D	I	1	195	195
3_14E	BYT3_14E	I	1	196	196
3_14F	BYT3_14F	I	1	197	197
3_14G	BYT3_14G	I	1	198	198
3_14H	BYT3_14H	I	1	199	199
3_14I	BYT3_14I	I	1	200	200
3_14J	BYT3_14J	I	1	201	201
3_14K	BYT3_14K	I	1	202	202
3_14L	BYT3_14L	I	1	203	203
3_14M	BYT3_14M	I	1	204	204
3_15	BYT3_15	I	2	205	206
3_16A	BYT3_16A	I	1	207	207
3_16B	BYT3_16B	I	1	208	208

3_16C	BYT3_16C	I	1	209	209
3_16D	BYT3_16D	I	1	210	210
3_17A	BYT3_17A	I	1	211	211
3_17B	BYT3_17B	I	1	212	212
3_17C	BYT3_17C	I	1	213	213
3_17D	BYT3_17D	I	1	214	214
3_17E	BYT3_17E	I	1	215	215
3_18	BYT3_18	I	1	216	216
3_19	BYT3_19	I	1	217	217
3_20A	BYT3_20A	I	1	218	218
3_20B	BYT3_20B	I	1	219	219
3_20C	BYT3_20C	I	1	220	220
3_20D	BYT3_20D	I	1	221	221
3_20E	BYT3_20E	I	1	222	222
3_20F	BYT3_20F	I	1	223	223
3_21	BYT3_21	I	1	224	224
3_22	BYT3_22	I	3	225	227
3_23A	BYT3_23A	I	1	228	228
3_23B	BYT3_23B	I	1	229	229
3_23C	BYT3_23C	I	1	230	230
3_23D	BYT3_23D	I	1	231	231
3_23E	BYT3_23E	I	1	232	232
3_24	BYT3_24	I	1	233	233
3_25A	BYT3_25A	I	1	234	234
3_25B	BYT3_25B	I	1	235	235
3_25C	BYT3_25C	I	1	236	236
3_25D	BYT3_25D	I	1	237	237
3_25E	BYT3_25E	I	1	238	238
3_25F	BYT3_25F	I	1	239	239
3_26A	BYT3_26A	I	1	240	240
3_26B	BYT3_26B	I	1	241	241
3_26C	BYT3_26C	I	1	242	242
3_26D	BYT3_26D	I	1	243	243
3_26E	BYT3_26E	I	1	244	244
3_26F	BYT3_26F	I	1	245	245
3_26G	BYT3_26G	I	1	246	246
3_26H	BYT3_26H	I	1	247	247
3_26I	BYT3_26I	I	1	248	248
3_26J	BYT3_26J	I	1	249	249
3_26K	BYT3_26K	I	1	250	250
3_27	BYT3_27	I	1	251	251
3_28	BYT3_28	I	2	252	253
3_29	BYT3_29	I	1	254	254
3_30A	BYT3_30A	I	2	255	256
3_30B	BYT3_30B	I	2	257	258

3_30C	BYT3_30C	I	2	259	260
3_30D	BYT3_30D	I	2	261	262
3_30E	BYT3_30E	I	2	263	264
3_30F	BYT3_30F	I	2	265	266
3_30G	BYT3_30G	I	2	267	268
3_30H	BYT3_30H	I	2	269	270
3_31	BYT3_31	I	2	271	272
3_32	BYT3_32	I	2	273	274
3_33	BYT3_33	I	1	275	275
COMPOSITE	G8TYPE	I	1	276	276
COMPOSITE	G8CTRL	I	1	277	277
COMPOSITE	BYSCENRL	I	1	278	278
COMPOSITE	G8ENROL	I	1	279	279
COMPOSITE	G8URBAN	I	1	280	280
COMPOSITE	G8REGON	I	1	281	281
COMPOSITE	G8MINOR	I	1	282	282
COMPOSITE	G8LUNCH	I	1	283	283

Appendix D

NELS:88 Base Year School Composite Variables for the Teacher Data File

Each composite variable is defined below and shown in the order in which it appears on the data tape. See Chapter VII for a brief discussion of composite variables. Variable names beginning with BYSC indicate variables from the Base Year School data file. The composite variables included on the data tape for the teacher component provide information about the student's school.

To ensure that the confidentiality provisions contained in Public Law 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data tape associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook (Appendix G).

School Composites

G8TYPE classifies the type of school by the grades spanned. It was coded using school data first. After the unique patterns of grade spans were determined, they were collapsed, creating the following categories. For example, G8TYPE = 1 includes schools that start with either pre-kindergarten, kindergarten, or grade 1 and that end with grade 8.

The responses to BYSC1A-N were compared to established patterns to determine the appropriate grade span category. If G8TYPE was missing, then it was coded using the QED (Quality Education Data) file as a second source.

The values for G8TYPE are:

1 = P or K or 1 through 8
2 = P or K or 1 through 12
3 = 6 or 7 or 8 through 12
4 = 3 or 4 or 5 through 8
5 = 6 through 8
6 = 7 through 8
7 = 7 through 9/8 through 9
8 = Missing

G8CTRL classifies the type of school into public, Catholic, or other private as reported by the school. The classification was collapsed from BYSC4. A few non-Catholic private schools were contacted to confirm their designation.

The values for G8CTRL are:

1 = Public school
2 = Catholic school
3 = Private school, other religious affiliation
4 = Private school, no religious affiliation

BYSCENRL categorizes the entire school enrollment as reported by the school. The values were created by collapsing the data from BYSC2 into categories. Missing data were then imputed from the actual enrollment reported on the QED file.

The values for BYSCENRL are:

1 = 1-199 students
2 = 200-399
3 = 400-599
4 = 600-799
5 = 800-999
6 = 1,000-1,199
7 = 1,200+

G8ENROL categorizes the eighth grade enrollment as reported by the school. The values were created by collapsing the data from BYSC3 into categories. Missing data were then imputed from the QED file for eighth grade schools.

The values for G8ENROL are:

1 = 1-49 students
2 = 50-99
3 = 100-199
4 = 200-299
5 = 300-399
6 = 400+

G8URBAN classifies the urbanicity of the student's school. It was created directly from QED (Quality Education Data) data (position 199-199). The classifications are the Federal Information Processing Standards (FIPS) as used by the U.S. Census.

The values for G8URBAN are:

1 = Urban–central city
2 = Suburban–area surrounding a central city within a county constituting the MSA (Metropolitan Statistical Area)
3 = Rural–outside MSA

G8REGON indicates in which of the four U.S. Census regions the school is located. It was created by recoding the sampled state of the eighth grade school into the four Census Bureau regions. In rare instances, this value was set to missing for confidentiality reasons.

The values for G8REGON are:

1 = Northeast–New England and Middle Atlantic states
2 = North Central–East North Central and West North Central states
3 = South–South Atlantic, East South Central, and West South Central states
4 = West–Mountain and Pacific states
8 = Missing

G8MINOR reflects the percentage of minority students in the eighth grade reported by the school. It was constructed by adding nonreserve code values of BYSC13A-D and categorizing the

result. If the school questionnaire was missing or if BYSC13A-D was missing, G8MINOR was set to missing.

The values for G8MINOR are:

0 = None
1 = 1-5%
2 = 6-10%
3 = 11-20%
4 = 21-40%
5 = 41-60%
6 = 61-90%
7 = 91-100%
8 = Missing

G8LUNCH categorizes the percentage of free or reduced price lunch at the school calculated from the school questionnaire. It was constructed by dividing BYSC16A by BYSC2, multiplying by 100, rounding to the nearest whole number and coding the result. If the school questionnaire was missing or if BYSC16A was missing, G8LUNCH was set to missing.

The values for G8LUNCH are:

0 = None
1 = 1-5%
2 = 6-10%
3 = 11-20%
4 = 21-30%
5 = 31-50%
6 = 51-75%
7 = 76-100%
8 = Missing

Appendix E

NELS:88 Related Data Files and Data Files Available from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of the NELS:88 base year study. These include: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Christian schools that are members of the Christian Schools International organization, funded by the Barnabas Foundation; the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Elementary and Middle Schools (CREMS); the collection of transcripts for the base year teacher sample, sponsored by the National Science Foundation; and the production of a modularized version of the NELS:88 data in IBM-compatible format on floppy diskettes, sponsored by a grant from the National Science Foundation and the U.S. Department of Education. These auxiliary data files greatly expand and enrich the analytic uses of the public use data sets.

The NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements.

Data for the state augmentations and all supplements discussed below do not appear on the NCES public release tapes for NELS:88.

Christian Schools Supplement

A sample of Christian schools that are members of the Christian Schools International (CSI) organization was drawn to supplement NELS:88. The sample was selected from CSI schools with probability proportional to eighth grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the Survey Days held in their schools.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Survey of NELS:88 Base Year Dropouts

Seven months after completion of in-school data collection (in January 1989), the small number of dropouts from the base year core sample were surveyed. These were students who were eligible to participate at the time that the school roster was annotated to indicate eligibility by the school coordinator. They were drawn into the sample but then dropped out between the time of sampling and their school's Survey Day. Students who drop out of school subsequent to their base year Survey Day will be captured in the NELS:88 first follow-up.

A student was designated a "dropout" when several conditions were met: the student had been absent from the school for at least twenty consecutive days, the absence was not excused, and it

was the opinion of the school coordinator that the child would not return to school. According to this definition, chronic truants who had not taken legal action to leave school (or could not take such action owing to their age) could also be designated dropouts.

In identifying the dropouts, significant definitional problems were encountered as plans for the dropout survey progressed. On Survey Day, school coordinators identified 96 absent sample members as dropouts. However, the following autumn, it was learned that most of these students were not dropouts at all, but had transferred to other schools. Thus, during the five to seven month period following the Survey Day, when NORC staff were engaged in locating and interviewing the dropouts in the sample, it was frequently the case that students who had been originally classified as 1987-1988 school year dropouts had to be reclassified based on new information that became available. For the purposes of this survey, we attempted to collect data from all students who were dropouts or truants as of their base year Survey Day.

The sample of eligible base year dropouts, whose status was verified, contained 29 dropouts and one parent of each child. The locating task was made more difficult by the fact that, unlike those who had completed the questionnaires on Survey Day, these children had not provided any locating information. The locating information was first sought at the child's former school. If the school was not able to provide a valid current address, calls were made to directory assistance and to selected former classmates of the child. Field interviewers were able to locate 26 of the 29 students. Of the 26 locatable children, 25 participated; of the 26 locatable parents, all 26 participated. The response rate was 86 percent for the dropouts and 90 percent for their parents. Although the sample is small, it is a national probability sample of eighth grade dropouts. In the NELS:88 first follow-up, these dropouts will be surveyed again in spring 1990.

The instruments for the dropouts differed only slightly from those used for the core sample of students. Both the base year student and base year parent questionnaires were modified in order to reflect the later administration date and changed school status of the children. Certain questions were reworded to reflect the appropriate point of reference. For example, "since the beginning of this school year" was changed to "when you were in eighth grade." Questions about school situation were deleted as no longer directly relevant to the situation of the dropout when they referred to such things as high school attendance plans and courses in which the student was currently enrolled. Student cognitive tests were not administered, nor was teacher information collected for the dropouts.

The data collection procedures also differed from those used in the main study. Both student/dropout and parent questionnaires were completed by telephone interviews or, for the significant number of respondents without telephones, in personal interviews by NORC field staff. Locating and data collection were conducted between November, 1988 and January, 1989.

CREMS NELS:88 Enhancement Survey of Middle Grades Practices

The Survey of Middle Grades Practices enhances the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Elementary and Middle Schools (CREMS) of the Johns Hopkins University and the data collection was conducted by NORC.

The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February

1989. The enhancement survey augments the information in the base year school questionnaire with details on school and classroom characteristics and practices, including school organization, guidance and advisory practices, rewards for and evaluations of student performance, curriculum and instructional practices, transition to high school, middle grade programs, parent involvement, and team teaching.

Included in the enhancement survey is an alternative version of an item on classroom organization. This item from the CREMS data has been appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see school codebook, BYSC18) was asked during the 1987-1988 school year, while the correction item was asked during and references the 1988-1989 school year.

The unweighted completion rate for the enhancement survey was 98.63 percent.

Collection of NELS:88 Teacher Transcripts

In order to assess teacher qualifications in science and mathematics, NELS:88 participating teachers were asked for permission to obtain copies of their college transcript records. The National Science Foundation will use the transcripts to conduct research on college coursetaking patterns of teachers in order to assess and improve teacher education and training programs.

Under a grant from the National Science Foundation (NSF), Westat began collecting the college transcripts in the fall of 1988. Based on the NELS:88 design, a total of 1,881 mathematics and science teachers (or the total number of those who gave permission to obtain their college transcripts) are participating in the Transcript Study, requiring transcript collection and follow-up efforts at registrars' offices at approximately 1,200 postsecondary institutions. Two data files will be developed to facilitate the analysis of the relationship between transcript-based measures of teacher qualifications and teacher characteristics and practices. One file will link the teacher transcript measures with applicable teacher and school survey data sets from NELS:88. The second file will link the teacher transcript measures to NELS:88 student questionnaire and cognitive test data.

Modularized Version of NELS:88 Data for Floppy Diskettes

An education longitudinal analysis group at the University of Chicago, sponsored by the National Science Foundation and the U.S. Department of Education, will produce a modularized version of the NELS:88 base year data for floppy diskettes. The modularized version of the data will be appropriate for modern IBM-compatible computing environments and it will make the data easily and more economically accessible for research and policy-related use by a wider audience. The modularized NELS:88 data will be made available by NCES.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of some interest to users of the NELS:88 data. These data sets will be of special interest in later waves of NELS:88, when cross-cohort comparisons will be possible (for example, comparisons of the NELS:88 1990 sophomores and the HS&B 1980 sophomores; comparison of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972).

In addition to the core surveys for HS&B and NLS-72, briefly described earlier, records studies have been undertaken, including the collection of the high school transcripts of the sophomore

cohort and the collection of postsecondary education transcripts and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. User's manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic potential of the core data sets, and researchers are encouraged to become familiar with them.

HS&B Base Year Files

The **Language File** contains information on each student who during the base year reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on nonsampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second and Third Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecond-

ary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings and Enrollments File contains school information, course offerings, and enrollment data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The Senior Financial Aid File contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The HS&B HEGIS and PSVD File contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The NLS-72 Base Year Through Fourth Follow-Up (1979) File contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The NLS-72 Fifth Follow-Up File consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the *NLS-72 Base Year Through Fourth Follow-Up (1979).*

The NLS-72 Teacher Supplement File contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the *NLS-72 Fifth Follow-Up File* and to the *NLS-72 Base Year Through Fourth Follow-Up File.*

The Postsecondary Education Transcript Study of the NLS-72 Sample contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance).

Appendix F

Guidelines for Using SAS with NELS:88 Teacher Data

Guidelines for Using SAS with NELS:88 Teacher Data

The files provided on the public release tape include SAS cards and a SAS system file.

The SAS system file includes:

1) base year questionnaire data
2) base year school-based composites

NCES and NORC strongly suggest that all SAS users be aware of the potential problem areas when using the teacher data files via SAS.

1. SAS users should use the '(KEEP=...)' and '(DROP=...)' options in the 'SET...;' statement and/or in the 'DATA...;' statement when creating working data files so that unwanted variables are not included in the files. It is faster (but not essential) for variables in the '(KEEP=...)' statement to be listed in the same order as they occur in the main system file. Remember also that the '(KEEP=...)' option does not reorder the variables in the new data set.

2. You may have to delete at least one third of the label cards given in this file because of SAS system limitations that are present at many computer installations.

3. The large number of **VALUE** cards in the **PROC FORMAT** section requires that a special **DD** statement be placed just after the **//EXEC SAS** card to increase the capacity of the format library during a SAS run:

```
//LIBRARY DD SPACE=(TRK,(25,25,60))
```

This may not be possible at some computer installations, so it may be necessary to delete some values.

4. When working with large files, it may be necessary to override the default work space with the following DD card:

```
//WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
```

Place the **//WORK DD** card just after the **//EXEC SAS** card (or after the **//LIBRARY DD** card, if that is included as well).

5. The formats given in the **PROC FORMAT** step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this **PROC FORMAT** step before the procedure that will use them, as shown in the following example:

```
//EXEC SAS,OPTIONS='NOGRAPHICS',REGION=1280K
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN01 DD DSN=ACCT.TEACHER.SASLIB,
//        UNIT=SYSDA,
//        DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;
```

```
PROC FORMAT;

VALUE FBYT3_1V 1 = "MALE"
               2 = "FEMALE"
               6 = "DON'T KNOW"
               7 = "REFUSAL"
               8 = "MISSING"
               9 = "LEGITIMATE SKIP";
VALUE FBYT3_6V 1 = "REGULAR/STANDARD"
               2 = "PROBATIONARY"
               3 = "TEMPORARY"
               4 = "NOT CERTIFIED"
               6 = "DON'T KNOW"
               7 = "REFUSAL"
               8 = "MISSING"
               9 = "LEGITIMATE SKIP";

PROC FREQ DATA=IN01.TEQ;
FORMAT    BYT3_1  FBYT3_1V.
          BYT3_6  FBYT3_6V.;

TABLES BYT3_1*BYT3_6;
TITLE "GENDER BY TYPE OF TEACHING CERTIFICATION";
```

At the end of the formats given in this file, there is a frequency procedure (in comment form) which contains **FORMAT...;** statements for every variable for which there is a format. These **FORMAT...;** statements will save users a lot of time because they can be used in any SAS procedure.

When users create their own formats they should keep in mind that a format for a character variable must have a format name beginning with '$', and that format names must not end in a digit.

6. For very large files, the user may encounter problems when sorting. Various options may be added to the **//EXEC SAS** card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30
```

7. It is suggested that the user include the **LENGTH** statement when creating new variables in order to save space and computer memory.

8. For many tabulations, **PROC TABULATE** produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.

9. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine that uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

10. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and for many of them, sources of data from outside the teacher questionnaire were merged into the teacher data to construct the variables.

11. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice-versa.

Appendix G

Codebook

The codebook and data file are presented at the level of student-teacher pairs. Different statistics will appear when comparing the number of students with at least one teacher rating, the number of teachers who did the rating, and the number of teacher ratings. The data file is structured at the level of student-teacher pairs because the objective of the teacher survey was to obtain ratings in two prespecified subjects for each student. Student participants constitute the basic unit of analysis in the NELS:88 study. For most students, the two subjects were taught by two separate teachers. In these cases, the student would have two records, that is, one from each teacher, or only one record, if one of the teachers refused to respond. For a small number of students the two courses were taught by the same teacher. In that case, the student has two sets of ratings, both made by only one teacher. Further, in most schools each teacher made ratings on a number of students. See Chapter 7 of the User's Manual for the NELS:88 teacher component for more information.

Question STU_ID Tape Pos: 1-7 Format: I7

STU_ID = STUDENT PUBLIC RELEASE ID

Question SCH_ID Tape Pos: 1-5 Format: I5

SCH_ID = SCHOOL PUBLIC RELEASE ID

Question SSTRATID Tape Pos: 1-2 Format: I2

SSTRATID = SUPERSTRATUM PUBLIC RELEASE ID

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question SUBJECT Tape Pos: 6-6 Format: A1

SUBJECT SUBJECT CODE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
English	E	11542	25.9%	25.9%
Social Studies/History	H	10688	24.0%	24.0%
Math	M	11414	25.6%	25.6%
Science	S	10868	24.4%	24.4%
TOTALS:		44512	100.0%	100.0%

Question TEACH Tape Pos: 9-10 Format: I2

TEACH TEACHER NUMBER

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	1	13363	30.0%	30.0%
	2	10866	24.4%	24.4%
	3	5638	12.7%	12.7%
	4	4251	9.6%	9.6%
	5	3562	8.0%	8.0%
	6	2526	5.7%	5.7%
	7	1644	3.7%	3.7%
	8	1138	2.6%	2.6%
	9	605	1.4%	1.4%
	10	348	.8%	.8%
	11	231	.5%	.5%
	12	125	.3%	.3%
	13	86	.2%	.2%
	14	76	.2%	.2%
	15	27	.1%	.1%
	16	10	.0%	.0%
	17	5	.0%	.0%
	18	3	.0%	.0%
	19	1	.0%	.0%
TOTALS:		44512	100.0%	100.0%

Question CLASS Tape Pos: 11-12 Format: I2

CLASS CLASS NUMBER

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	1	19441	43.7%	43.9%
	2	12024	27.0%	27.2%
	3	6629	14.9%	15.0%
	4	4022	9.0%	9.1%
	5	1682	3.8%	3.8%
	6	386	.9%	.9%
	7	22	.0%	.0%
	8	17	.0%	.0%
	9	13	.0%	.0%
	10	2	.0%	.0%
RESERVED CODES:				
MISSING	98	278	.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

PART 1. STUDENT INFORMATION

Please answer the questions in this section by circling the appropriate response for each of the students on the attached list: 1=Yes; 3=No; 8=Don't Know (DK). NOTE: Please answer Question 1 for each student listed. Questions 2-12 apply only to students for whom Question 1 = YES.

Question 1_1 Tape Pos: 13-13 Format: I1

BY1_1 STUDENT ASSIGNED TO 1+ CLASSES 87-88

Has this student been assigned to one or more of your classes during the 1987-88 school year?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes, student was in this teacher's class for this subject (information obtained from the teacher)	1	44099	99.1%	99.1%
Yes, student was in this teacher's class for this subject (information obtained from the coordinator or student). See NOTE	3	413	.9%	.9%
TOTALS:		44512	100.0%	100.0%

NOTE: This code is used for transfer-in students who were added after the sample was drawn, since no Part I student information was collected for these students. The information on which teacher taught this student for this subject was obtained from the coordinator or the student. All other Part I fields 1_2 - 1_12 are coded -8 for MISSING.

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER-STUDENT)

Question 1_2 Tape Pos: 14-14 Format: I1

BYT1_2 STUDENT PERFORMS BELOW ABILITY

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:
Consistently performs below ability?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	11189	25.1%	25.9%
No	2	31976	71.8%	74.1%
RESERVED CODES:				
DON'T KNOW	6	434	1.0%	(MISS)
REFUSAL	7	33	.1%	(MISS)
MISSING	8	880	2.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_3 Tape Pos: 15-15 Format: I1

BYT1_3 STUDENT RARELY COMPLETES HOMEWORK

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:
Rarely completes homework?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	8894	19.9%	20.0%
No	2	34707	78.0%	80.0%
RESERVED CODES:				
DON'T KNOW	6	129	.3%	(MISS)
REFUSAL	7	43	.1%	(MISS)
MISSING	8	939	2.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_4 Tape Pos: 16-16 Format: I1

BYT1_4 STUDENT IS FREQUENTLY ABSENT

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Is frequently absent?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	4808	10.8%	11.0%
No	2	38705	87.0%	89.0%
RESERVED CODES:				
DON'T KNOW	6	82	.2%	(MISS)
REFUSAL	7	43	.1%	(MISS)
MISSING	8	876	2.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_5 Tape Pos: 17-17 Format: I1

BYT1_5 STUDENT IS FREQUENTLY TARDY

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Is frequently tardy?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2507	5.6%	5.8%
No	2	40387	90.7%	94.2%
RESERVED CODES:				
DON'T KNOW	6	679	1.5%	(MISS)
REFUSAL	7	43	.1%	(MISS)
MISSING	8	886	2.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_6 Tape Pos: 18-18 Format: I1

BYT1_6 STUDENT IS INATTENTIVE IN CLASS

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Is consistently inattentive in class?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	8946	20.1%	20.7%
No	2	34373	77.2%	79.3%
RESERVED CODES:				
DON'T KNOW	6	129	.3%	(MISS)
REFUSAL	7	45	.1%	(MISS)
MISSING	8	1019	2.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_7 Tape Pos: 19-19 Format: I1

BYT1_7 STUDENT EXCEPTIONALLY PASSIVE/WITHDRAWN

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Is exceptionally passive or withdrawn?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	3598	8.1%	8.3%
No	2	39706	89.2%	91.7%
RESERVED CODES:				
DON'T KNOW	6	122	.3%	(MISS)
REFUSAL	7	62	.1%	(MISS)
MISSING	8	1026	2.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_8 Tape Pos: 20-20 Format: I1

BYT1_8 STUDENT IS FREQUENTLY DISRUPTIVE

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Is frequently disruptive?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	5567	12.5%	12.8%
No	2	37801	84.9%	87.2%
RESERVED CODES:				
DON'T KNOW	6	57	.1%	(MISS)
REFUSAL	7	63	.1%	(MISS)
MISSING	8	1024	2.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_9 Tape Pos: 21-21
Format: I1

BYT1_9 STUDENT FELL BEHIND BECAUSE OF HEALTH

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Has ever fallen behind in school work because of a health problem?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1930	4.3%	5.0%
No	2	36521	82.7%	95.0%
RESERVED CODES:				
DON'T KNOW	6	4528	10.4%	(MISS)
REFUSAL	7	76	.2%	(MISS)
MISSING	8	1057	2.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_10 Tape Pos: 22-22
Format: I1

BYT1_10 STUDENT HAS HANDICAP AFFECTING SCHLWORK

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Currently has a physical or emotional handicap that is affecting his or her school work?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1614	3.6%	4.0%
No	2	38346	86.1%	96.0%
RESERVED CODES:				
DON'T KNOW	6	3415	7.7%	(MISS)
REFUSAL	7	76	.2%	(MISS)
MISSING	8	1061	2.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 1_11 Tape Pos: 23-23
Format: I1

BYT1_11 STUDENT IS LANGUAGE MINORITY

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Is a Language Minority (LM) student?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2324	5.2%	5.5%
No	2	39744	89.3%	94.5%
RESERVED CODES:				
DON'T KNOW	6	1288	2.8%	(MISS)
REFUSAL	7	69	.2%	(MISS)
MISSING	8	1119	2.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

NOTE: Language-Minority (LM) Students: A student in whose home a non-English language is typically spoken. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.

Question 1_12 Tape Pos: 24-24
Format: I1

BYT1_12 STUDENT LIMITED ENGLISH PROFICIENCY

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:

Is a Limited English Proficiency (LEP) student?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	853	1.9%	1.9%
No	2	41785	93.9%	98.0%
RESERVED CODES:				
DON'T KNOW	6	839	1.9%	(MISS)
REFUSAL	7	69	.2%	(MISS)
MISSING	8	1166	2.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

NOTE: Limited-English-Proficient (LEP) Students: A student whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction in English.

PART II. CLASS INFORMATION

Please answer the following questions for each class class designated on the front cover of the questionnaire.

Question 2_1

What is the title and period or hour of the class?

Question COURSE

(Refer to Question 2_1)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question PERIOD Tape Pos: 25-29
Format: A5

PERIOD PERIOD OR HOUR OF CLASS

What is the title and period or hour of this class?

(Refer to Question 2_1)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER-STUDENT)

Question 3_2 — Tape Pos: 30-30, Format: I1

BYT2_2 ACHIEVEMENT LEVEL-THIS CLASS VS AVERAGE

Which of the following best describes the achievement level of the 8th graders in this class compared with the average 8th grade student in this school?

This class consists primarily of students with: (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Higher achievement levels	1	11152	25.1%	25.5%
Average achievement levels	2	17202	38.6%	39.4%
Lower achievement levels	3	7312	16.4%	16.7%
Widely differing achievement levels	4	8034	18.0%	18.4%
RESERVED CODES:				
DON'T KNOW	6	41	.1%	(MISS)
REFUSAL	7	42	.1%	(MISS)
MISSING	8	739	1.7%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_3 — Tape Pos: 31-32, Format: I2

BYT2_3 NUMBER OF STUDENTS ENROLLED IN CLASS

How many students are enrolled in this class?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	1	15	.0%	.0%
	2	29	.1%	.1%
	3	38	.1%	.1%
	4	68	.2%	.2%
	5	81	.2%	.2%
	6	104	.2%	.2%
	7	190	.4%	.4%
	8	188	.4%	.4%
	9	330	.7%	.8%
	10	490	1.1%	1.1%
	11	428	1.0%	1.0%
	12	596	1.3%	1.4%
	13	670	1.5%	1.5%
	14	772	1.7%	1.8%
	15	1195	2.7%	2.7%
	16	1025	2.3%	2.3%
	17	1210	2.7%	2.8%
	18	1596	3.6%	3.7%
	19	1414	3.2%	3.2%
	20	2064	4.6%	4.7%
	21	1972	4.4%	4.5%
	22	2367	5.3%	5.4%
	23	2493	5.6%	5.7%
	24	2748	6.2%	6.3%
	25	3057	6.9%	7.0%
	26	2862	6.4%	6.6%
	27	2525	5.7%	5.8%
	28	2601	5.8%	6.0%
	29	2225	5.0%	5.1%
	30	2550	5.7%	5.8%
	31	1394	3.1%	3.2%
	32	1368	3.1%	3.1%
	33	999	2.2%	2.3%
	34	811	1.8%	1.9%
	35	379	.9%	.9%
	36	380	.8%	.8%
	37	202	.5%	.5%
	38	85	.2%	.2%
	39	104	.2%	.2%
	40	27	.1%	.1%
	41	6	.0%	.0%
	42	9	.0%	.0%
	43	2	.0%	.0%
	44	2	.0%	.0%
	45	3	.0%	.0%
	46	7	.0%	.0%
	49	5	.0%	.0%
RESERVED CODES:				
DON'T KNOW	96	18	.0%	(MISS)
REFUSAL	97	53	.1%	(MISS)
MISSING	98	784	1.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_4 — Tape Pos: 33-33, Format: I1

BYT2_4 LANGUAGE OTHER THAN ENGLISH?

Do you teach any part of this class in a language other than English? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	210	.5%	.5%
No	2	43625	98.0%	99.5%
RESERVED CODES:				
REFUSAL	7	39	.1%	(MISS)
MISSING	8	638	1.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_5 — Tape Pos: 34-35, Format: I2

BYT2_5 WHAT LANGUAGE OTHER THAN ENGLISH

What language is that?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
French	1	7	.0%	3.4%
German	2	26	.1%	12.8%
Greek	3	0	.0%	.0%
Italian	4	0	.0%	.0%
Polish	5	0	.0%	.0%
Portuguese	6	0	.0%	.0%
Spanish	7	172	.4%	82.7%
Chinese	8	0	.0%	.0%
Japanese	9	0	.0%	.0%
Korean	10	0	.0%	.0%
A Filipino language	11	2	.0%	1.0%
An Indochinese language	12	0	.0%	.0%
Other language	13	1	.0%	.5%
RESERVED CODES:				
REFUSAL	97	38	.1%	(MISS)
MISSING	98	640	1.4%	(MISS)
LEGITIMATE SKIP	99	43625	98.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 2_6 Tape Pos: 36-37 Format: I2

BYT2_6 NUMBER OF LEP STUDENTS IN CLASS

How many Limited English Proficiency (LEP) students are assigned to this class? (See Part I Question 12 NOTE for definition.)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	39578	88.9%	89.8%
	1	1988	4.4%	4.5%
	2	985	2.2%	2.2%
	3	434	1.0%	1.0%
	4	315	.7%	.7%
	5	198	.4%	.4%
	6	114	.3%	.3%
	7	88	.2%	.2%
	8	30	.1%	.1%
	9	45	.1%	.1%
	10	84	.2%	.2%
	11	12	.0%	.0%
	12	38	.1%	.1%
	13	27	.1%	.1%
	14	11	.0%	.0%
	15	40	.1%	.1%
	16	3	.0%	.0%
	17	21	.0%	.0%
	18	17	.0%	.0%
	19	10	.0%	.0%
	20	8	.0%	.0%
	21	9	.0%	.0%
	22	8	.0%	.0%
	23	1	.0%	.0%
	24	4	.0%	.0%
	25	9	.0%	.0%
	26	2	.0%	.0%
	27	4	.0%	.0%
	28	1	.0%	.0%
	29	2	.0%	.0%
	30	4	.0%	.0%
	32	6	.0%	.0%
	34	1	.0%	.0%
	35	4	.0%	.0%
	36	3	.0%	.0%
	40	1	.0%	.0%
RESERVED CODES:				
DON'T KNOW	96	108	.2%	(MISS)
REFUSAL	97	61	.1%	(MISS)
MISSING	98	1255	2.8%	(MISS)
TOTALS:		44812	100.0%	100.0%

Question 2_7H Tape Pos: 38-39 Format: I2

BYT2_7H HOW MUCH HOMEWORK PER WEEK - HOURS

Approximately how much homework do you assign each week? (Hours)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	2884	6.5%	6.8%
	1	14036	31.5%	32.3%
	2	15385	34.8%	35.3%
	3	5683	12.8%	13.0%
	4	2583	5.8%	5.9%
	5	2187	4.9%	4.9%
	6	448	1.0%	1.0%
	7	200	.4%	.5%
	8	142	.3%	.3%
	10	112	.3%	.3%
	12	10	.0%	.0%
RESERVED CODES:				
DON'T KNOW	96	31	.1%	(MISS)
REFUSAL	97	61	.1%	(MISS)
MISSING	98	762	1.8%	(MISS)
TOTALS:		44812	100.0%	100.0%

Question 2_7M Tape Pos: 40-41 Format: I2

BYT2_7M HOW MUCH HOMEWORK PER WEEK - MINUTES

Approximately how much homework do you assign each week? (plus minutes)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	24390	54.8%	55.9%
	2	8	.0%	.0%
	3	3	.0%	.0%
	5	57	.1%	.1%
	8	8	.0%	.0%
	9	1	.0%	.0%
	10	239	.5%	.5%
	15	1774	4.0%	4.1%
	20	1188	2.8%	2.7%
	21	2	.0%	.0%
	22	2	.0%	.0%
	25	110	.2%	.3%
	30	13180	29.6%	30.2%
	35	45	.1%	.1%
	40	1416	3.2%	3.2%
	41	1	.0%	.0%
	45	911	2.0%	2.1%
	48	9	.0%	.0%
	50	308	.7%	.7%
	55	6	.0%	.0%
RESERVED CODES:				
DON'T KNOW	96	31	.1%	(MISS)
REFUSAL	97	61	.1%	(MISS)
MISSING	98	762	1.8%	(MISS)
TOTALS:		44812	100.0%	100.0%

Question 2_8 Tape Pos: 42-42 Format: I1

BYT2_8A KEEP RECORDS OF WHO TURNED IN HOMEWORK

Keep records of who turned in the assignment

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
All the time	1	33171	74.0%	76.0%
Most of the time	2	8270	18.5%	18.9%
Some of the time	3	1691	3.8%	3.9%
Never	4	516	1.2%	1.2%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	53	.1%	(MISS)
MISSING	8	809	1.8%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 3_8)

Question 2_8 Tape Pos: 43-43 Format: I1

How often do you do each of the following with homework assignments? (CIRCLE ONE EACH)

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Question 2_8A Tape Pos: 43-43 Format: I1

BYT2_8A USE TEACHER MAKES OF TEXTBOOKS

Textbooks

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	38242	85.9%	88.0%
Secondary resource used occasionally	2	3888	8.7%	8.9%
Rarely used	3	774	1.7%	1.8%
Not used	4	573	1.3%	1.3%
RESERVED CODES:				
REFUSAL	7	57	.1%	(MISS)
MISSING	8	981	2.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_8)

Question 2_8B Tape Pos: 44-44 Format: I1

BYT2_8B DISCUSS HOMEWORK ASSIGNMENT IN CLASS

Discuss the assignment in class

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
All the time	1	29976	67.3%	68.7%
Most of the time	2	11170	25.1%	25.6%
Some of the time	3	2119	4.8%	4.9%
Never	4	397	.9%	.9%
RESERVED CODES:				
REFUSAL	7	53	.1%	(MISS)
MISSING	8	797	1.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_8)

Question 2_8C Tape Pos: 45-45 Format: I1

BYT2_8C USE OF OTHER READING MATERIALS

Reading materials other than textbooks

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	6571	14.8%	15.3%
Secondary resource used occasionally	2	25139	56.5%	58.6%
Rarely used	3	7892	17.7%	18.4%
Not used	4	3332	7.5%	7.8%
RESERVED CODES:				
REFUSAL	7	57	.1%	(MISS)
MISSING	8	1521	3.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_9)

Question 2_8D Tape Pos: 46-46 Format: I1

BYT2_8D USE OF AUDIO-VISUAL MATERIALS

Audio-visual materials

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	5823	12.8%	13.1%
Secondary resource used occasionally	2	24186	54.3%	56.4%
Rarely used	3	10340	23.2%	24.1%
Not used	4	2727	6.1%	6.4%
RESERVED CODES:				
REFUSAL	7	57	.1%	(MISS)
MISSING	8	1579	3.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_9)

Question 2_9

What use do you make of the following instructional materials? (CIRCLE ONE EACH)

Question 2_9A Tape Pos: 47-47 Format: I1

BYT2_9A USE TEACHER MAKES OF TEXTBOOKS

Textbooks

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	38242	85.9%	88.0%
Secondary resource used occasionally	2	3888	8.7%	8.9%
Rarely used	3	774	1.7%	1.8%
Not used	4	573	1.3%	1.3%
RESERVED CODES:				
REFUSAL	7	57	.1%	(MISS)
MISSING	8	981	2.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_9)

Question 2_9B Tape Pos: 48-48 Format: I1

BYT2_9B USE OF OTHER INSTRUCTIONAL MATERIALS

Other

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	4087	9.1%	9.4%
Secondary resource used occasionally	2	15151	34.0%	35.3%
Rarely used	3	7825	17.6%	18.2%
Not used	4	15900	35.7%	37.0%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	57	.1%	(MISS)
MISSING	8	1520	3.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_9)

Question 2_10

Which textbook (or commercially prepared workbook) constitutes the PRIMARY source that you use in this class?

Question 2_10A

TITLE

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_10B

AUTHOR(S)

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_10C

PUBLISHER

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_10D

PUBLICATION DATE

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_10E

EDITION

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_11

Tape Pos. 49-50
Format: I2

BYT2_11 PERCENTAGE OF TEXTBOOK COVERED IN COURSE

Approximately what percentage of this textbook/workbook will you 'cover' in this course? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
0 - 49%.....	1	3214	7.2%	7.8%
50 - 59%.....	2	4386	9.9%	10.3%
60 - 69%.....	3	4366	9.8%	10.2%
70 - 79%.....	4	6765	15.2%	15.8%
80 - 89%.....	5	11921	26.8%	27.9%
90 - 99%.....	6	8739	19.6%	20.5%
100%.....	7	3291	7.4%	7.7%
RESERVED CODES:				
DON'T KNOW.....	96	55	.1%	(MISS)
REFUSAL.....	97	74	.2%	(MISS)
MISSING.....	98	1240	2.8%	(MISS)
LEGITIMATE SKIP.....	99	461	1.0%	(MISS)
TOTALS:		44812	100.0%	100.0%

Question 2_12

Please give your opinion about each of the following statements related to this textbook/workbook. (CIRCLE ONE EACH)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER-STUDENT)

Question 2_12A — Tape Pos: 81-81, Format: I1

BYT2_12A TEXTBOOK LEVEL TOO DIFFICLT FOR STUDENTS

This textbook is at a reading level which is too difficult for most of my students.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	1411	3.2%	3.3%
Agree	2	4320	10.2%	10.6%
No opinion	3	1247	2.8%	2.9%
Disagree	4	25406	57.1%	59.2%
Strongly disagree	5	10335	23.2%	24.1%
RESERVED CODES:				
DON'T KNOW	6	13	.0%	(MISS)
REFUSAL	7	71	.2%	(MISS)
MISSING	8	1048	2.4%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_12)

Question 2_12B — Tape Pos: 82-82, Format: I1

BYT2_12B TEXTBOOK DEVELOPS PROBLEM-SOLVING SKILLS

This textbook helps develop problem-solving skills.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	4654	10.5%	10.9%
Agree	2	23311	52.4%	54.5%
No opinion	3	5442	12.2%	12.7%
Disagree	4	7968	17.9%	18.6%
Strongly disagree	5	1406	3.2%	3.3%
RESERVED CODES:				
DON'T KNOW	6	14	.0%	(MISS)
REFUSAL	7	76	.2%	(MISS)
MISSING	8	1180	2.7%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_12)

Question 2_12C — Tape Pos: 83-83, Format: I1

BYT2_12C TEXTBOOK EXPLAINS CONCEPTS CLEARLY

This textbook explains concepts clearly.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	6550	14.7%	15.3%
Agree	2	28128	63.2%	65.8%
No opinion	3	2438	5.5%	5.7%
Disagree	4	4988	11.2%	11.6%
Strongly disagree	5	847	1.9%	1.9%
RESERVED CODES:				
DON'T KNOW	6	38	.1%	(MISS)
REFUSAL	7	76	.2%	(MISS)
MISSING	8	1308	2.7%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_12)

Question 2_12D — Tape Pos: 84-84, Format: I1

BYT2_12D TEXTBOOK HAS GOOD SUGGESTIONS FOR HOMEWK

This textbook provides good suggestions for homework assignments.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	8787	19.2%	19.8%
Agree	2	33578	80.7%	82.8%
No opinion	3	4442	10.0%	10.4%
Disagree	4	7324	16.8%	17.1%
Strongly disagree	5	1684	3.8%	3.9%
RESERVED CODES:				
DON'T KNOW	6	14	.0%	(MISS)
REFUSAL	7	77	.2%	(MISS)
MISSING	8	1176	2.6%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_12)

Question 2_12E — Tape Pos: 85-85, Format: I1

BYT2_12E TEXTBOOK COVERS SUBJECT AREA WELL

This textbook does a good job covering the subject area.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	9488	21.3%	22.1%
Agree	2	25918	58.2%	60.5%
No opinion	3	1912	4.3%	4.5%
Disagree	4	4779	10.7%	11.2%
Strongly disagree	5	788	1.7%	1.8%
RESERVED CODES:				
DON'T KNOW	6	13	.0%	(MISS)
REFUSAL	7	78	.2%	(MISS)
MISSING	8	1103	2.5%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_12)

Question 2_12F — Tape Pos: 86-86, Format: I1

BYT2_12F TEXTBOOK INTERESTING TO MOST STUDENTS

This textbook is considered interesting by most students in the class.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	2310	5.2%	5.4%
Agree	2	16547	37.2%	38.6%
No opinion	3	10241	23.0%	23.9%
Disagree	4	11071	24.9%	25.8%
Strongly disagree	5	2662	6.0%	6.2%
RESERVED CODES:				
DON'T KNOW	6	27	.1%	(MISS)
REFUSAL	7	78	.2%	(MISS)
MISSING	8	1117	2.5%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_12)

Question 2_13

Indicate the persons or groups who helped determine that you would use this particular textbook/workbook in this class. (CIRCLE ALL THAT APPLY)

Question 2_13A Tape Pos. 57-57 Format: I1

BYT2_13A TEACHER HELPED DETERMINE USE OF TEXTBOOK

I did

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	17695	39.8%	41.4%
No	2	25088	56.4%	58.6%
RESERVED CODES:				
DON'T KNOW	6	318	.7%	(MISS)
REFUSAL	7	83	.2%	(MISS)
MISSING	8	867	1.9%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13B Tape Pos. 58-58 Format: I1

BYT2_13B PRINCIPAL HELPED DETERMINE USE OF TEXTBK

The principal

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	8884	20.0%	20.8%
No	2	33894	76.1%	79.2%
RESERVED CODES:				
DON'T KNOW	6	323	.7%	(MISS)
REFUSAL	7	83	.2%	(MISS)
MISSING	8	867	1.9%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13C Tape Pos. 59-59 Format: I1

BYT2_13C TEACHER GROUP DETERMINED USE OF TEXTBOOK

A group of teachers from this school

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	20175	45.3%	47.2%
No	2	22608	50.8%	52.8%
RESERVED CODES:				
DON'T KNOW	6	318	.7%	(MISS)
REFUSAL	7	83	.2%	(MISS)
MISSING	8	867	1.9%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13D Tape Pos. 60-60 Format: I1

BYT2_13D DEPT HEAD HELPED DETERMINE USE OF TEXTBK

Department Head

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	13112	29.5%	30.6%
No	2	29671	66.7%	69.4%
RESERVED CODES:				
DON'T KNOW	6	318	.7%	(MISS)
REFUSAL	7	83	.2%	(MISS)
MISSING	8	867	1.9%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13E Tape Pos. 61-61 Format: I1

BYT2_13E DISTRICT COMMITTEE DETERMINE USE OF TEXT

A district-wide textbook adoption committee

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	19705	44.3%	46.1%
No	2	23054	51.8%	53.9%
RESERVED CODES:				
DON'T KNOW	6	342	.8%	(MISS)
REFUSAL	7	83	.2%	(MISS)
MISSING	8	867	1.9%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13F Tape Pos. 62-62 Format: I1

BYT2_13F STATE COMMITTEE DETERMINED USE OF TEXTBK

A state-wide textbook adoption committee

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	6194	13.9%	14.5%
No	2	36576	82.2%	85.5%
RESERVED CODES:				
DON'T KNOW	6	331	.7%	(MISS)
REFUSAL	7	83	.2%	(MISS)
MISSING	8	867	1.9%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_13)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER-STUDENT)

Question 2_13G — Tape Pos: 63-63, Format: I1

BYT2_13G OTHER HELPED DETERMINE USE OF TEXTBOOK

Other

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	3877	8.7%	9.1%
No	2	38901	87.4%	90.9%
RESERVED CODES:				
DON'T KNOW	6	323	.7%	(MISS)
REFUSAL	7	83	.2%	(MISS)
MISSING	8	867	1.9%	(MISS)
LEGITIMATE SKIP	9	461	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_13)

Question 2_14 — Tape Pos: 64-64, Format: I1

BYT2_14 HOW PREPARD TEACHR FEELS TO TEACH COURSE

How adequately prepared do you feel to teach the subject matter covered in this course? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well prepared	1	30780	69.1%	70.4%
Well prepared	2	9084	20.4%	20.8%
Adequately prepared	3	3077	6.9%	7.0%
Somewhat prepared	4	717	1.6%	1.6%
Totally unprepared	5	60	.1%	.1%
RESERVED CODES:				
REFUSAL	7	58	.1%	(MISS)
MISSING	8	735	1.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 2_15 — Tape Pos: 65-66, Format: I2

BYT2_15 NUMBER OF HOURS PER WEEK CLASS MEETS

Approximately how many hours per week does this class meet regularly (exclude lab periods)?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	8	.0%	.0%
	1	3	.0%	.0%
	2	403	.9%	.9%
	3	4428	9.9%	10.2%
	4	13887	31.2%	31.8%
	5	23972	53.9%	55.1%
	6	203	.5%	.5%
	7	254	.6%	.6%
	8	207	.5%	.5%
	9	33	.1%	.1%
	10	130	.3%	.3%
RESERVED CODES:				
REFUSAL	97	55	.1%	(MISS)
MISSING	98	921	2.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 2_16

Indicate about how much time you spend each week doing each of the following with this class. (CIRCLE ONE EACH)

Question 2_16A — Tape Pos: 67-68, Format: I2

BYT2_16A PROVIDING INSTRUCTION TO WHOLE CLASS

Providing instruction to the class as a whole

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	150	.3%	.3%
Less than one hour	2	2590	5.8%	6.0%
One hour	3	5974	13.4%	13.8%
Two hours	4	14715	33.1%	33.9%
Three hours	5	12919	29.0%	29.7%
Four hours	6	5074	11.4%	11.7%
Five or more hours	7	2020	4.5%	4.6%
RESERVED CODES:				
DON'T KNOW	96	31	.1%	(MISS)
REFUSAL	97	80	.2%	(MISS)
MISSING	98	959	2.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16B — Tape Pos: 69-70, Format: I2

BYT2_16B PROVIDING INSTRUCTION TO SMALL GROUPS

Providing instruction to small groups of students

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	8175	18.4%	19.0%
Less than one hour	2	21288	47.8%	49.3%
One hour	3	9518	21.4%	22.1%
Two hours	4	2938	6.6%	6.8%
Three hours	5	785	1.8%	1.8%
Four hours	6	232	.5%	.5%
Five or more hours	7	237	.5%	.5%
RESERVED CODES:				
DON'T KNOW	96	38	.1%	(MISS)
REFUSAL	97	80	.2%	(MISS)
MISSING	98	1257	2.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16C — Tape Pos: 71-72, Format: I2

BYT2_16C PROVIDING INDIVIDUAL INSTRUCTION

Providing instruction to individual students

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	3168	7.1%	7.3%
Less than one hour	2	23454	52.7%	54.2%
One hour	3	11499	25.8%	26.6%
Two hours	4	3481	7.8%	8.0%
Three hours	5	962	2.2%	2.2%
Four hours	6	337	.8%	.8%
Five or more hours	7	380	.9%	.9%
RESERVED CODES:				
DON'T KNOW	96	37	.1%	(MISS)
REFUSAL	97	80	.2%	(MISS)
MISSING	98	1114	2.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16D Tape Pos. 73-74 Format: I2

BYT2_16D TIME SPENT MAINTAINING ORDER/DISCIPLINE

Maintaining order/disciplining students

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	8771	19.7%	20.3%
Less than one hour	2	27787	62.4%	64.4%
One hour	3	3813	8.6%	8.8%
Two hours	4	1084	2.4%	2.5%
Three hours	5	574	1.3%	1.3%
Four hours	6	505	1.1%	1.2%
Five or more hours	7	639	1.4%	1.5%
RESERVED CODES:				
DON'T KNOW	96	28	.1%	(MISS)
REFUSAL	97	89	.2%	(MISS)
MISSING	98	1222	2.7%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16E Tape Pos. 75-76 Format: I2

BYT2_16E TIME SPENT ADMINISTERING TESTS/QUIZES

Administering tests or quizzes

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	1120	2.5%	2.6%
Less than one hour	2	28770	67.8%	69.6%
One hour	3	14181	31.9%	32.9%
Two hours	4	1630	3.7%	3.8%
Three hours	5	241	.5%	.6%
Four hours	6	75	.2%	.2%
Five or more hours	7	80	.1%	.1%
RESERVED CODES:				
DON'T KNOW	96	91	.2%	(MISS)
REFUSAL	97	80	.2%	(MISS)
MISSING	98	1264	2.8%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16F Tape Pos. 77-78 Format: I2

BYT2_16F TIME SPENT ON ADMINISTRATIVE TASKS

Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	6274	18.8%	19.1%
Less than one hour	2	32130	72.2%	74.3%
One hour	3	1997	4.5%	4.6%
Two hours	4	508	1.1%	1.2%
Three hours	5	90	.2%	.2%
Four hours	6	31	.1%	.1%
Five or more hours	7	210	.5%	.5%
RESERVED CODES:				
DON'T KNOW	96	16	.0%	(MISS)
REFUSAL	97	80	.2%	(MISS)
MISSING	98	1176	2.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16G Tape Pos. 79-80 Format: I2

BYT2_16G TIME SPENT CONDUCTING LAB PERIODS

Conducting lab periods

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	29661	66.8%	68.9%
Less than one hour	2	6128	13.8%	14.2%
One hour	3	4260	9.6%	9.9%
Two hours	4	2212	5.0%	5.1%
Three hours	5	516	1.2%	1.2%
Four hours	6	187	.4%	.4%
Five or more hours	7	96	.2%	.2%
RESERVED CODES:				
DON'T KNOW	96	12	.0%	(MISS)
REFUSAL	97	80	.2%	(MISS)
MISSING	98	1360	3.1%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_16)

Question SUBJECT2 Tape Pos. 81-81 Format: A1

SUBJECT2 SUBJECT MATTER OF CLASS

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
English	E	11542	25.8%	25.8%
Social Studies/History	H	10888	24.0%	24.0%
Math	M	11414	25.8%	25.8%
Science	S	10888	24.4%	24.4%
TOTALS:		44812	100.0%	100.0%

THE REMAINDER OF PART TWO CONSISTS OF QUESTIONS THAT APPLY TO SPECIFIC SUBJECTS. For each class designated on the front cover, please answer only the questions that apply to the subject being taught in that class: English (Questions 17-19), Mathematics (Questions 20-22), Social Studies (Question 23), or Science (Questions 24-29).

ANSWER QUESTIONS 17-19 FOR ENGLISH CLASSES ONLY.

Question 2_17

Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All. (CIRCLE ONE EACH)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER-STUDENT)

Question 2_17A — Tape Pos: 83-83, Format: I1

BYT2_17A EMPHASIS GIVEN TO GRAMMAR

Grammar

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	8770	19.7%	77.4%
Minor topic	2	1962	4.4%	17.3%
Review topic only	3	589	1.3%	5.0%
Not covered at all	4	37	.1%	.3%
RESERVED CODES:				
DON'T KNOW	6	4	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	198	.4%	(MISS)
LEGITIMATE SKIP	9	32970	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_17)

Question 2_17B — Tape Pos: 84-84, Format: I1

BYT2_17B EMPHASIS GIVEN TO LITERATURE

Literature

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	6226	14.0%	55.1%
Minor topic	2	3134	7.0%	27.7%
Review topic only	3	387	.9%	3.4%
Not covered at all	4	1557	3.5%	13.8%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	236	.5%	(MISS)
LEGITIMATE SKIP	9	32970	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_17)

Question 2_17C — Tape Pos: 85-85, Format: I1

BYT2_17C EMPHASIS GIVEN TO COMPOSITION

Composition

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	8527	19.2%	75.4%
Minor topic	2	2844	6.9%	33.4%
Review topic only	3	102	.2%	.9%
Not covered at all	4	40	.1%	.4%
RESERVED CODES:				
DON'T KNOW	6	4	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	233	.5%	(MISS)
LEGITIMATE SKIP	9	32970	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_17)

Question 2_17D — Tape Pos: 86-86, Format: I1

BYT2_17D EMPHASIS GIVEN TO READING

Reading

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	4807	10.4%	40.9%
Minor topic	2	3877	8.3%	33.7%
Review topic only	3	1374	3.1%	12.2%
Not covered at all	4	1597	3.6%	14.2%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	283	.6%	(MISS)
LEGITIMATE SKIP	9	32970	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_17)

Question 2_17E — Tape Pos: 87-87, Format: I1

BYT2_17E EMPHASIS GIVEN TO STUDY SKILLS

Study Skills

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2002	4.5%	17.7%
Minor topic	2	5036	11.3%	44.6%
Review topic only	3	3543	8.0%	31.3%
Not covered at all	4	741	1.7%	6.6%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	219	.5%	(MISS)
LEGITIMATE SKIP	9	32970	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_17)

Question 2_17F — Tape Pos: 87-87, Format: I1

BYT2_17F EMPHASIS GIVEN TO SPELLING

Spelling

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	4478	10.1%	39.6%
Minor topic	2	4633	10.4%	40.9%
Review topic only	3	1511	3.4%	13.3%
Not covered at all	4	716	1.6%	6.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	201	.5%	(MISS)
LEGITIMATE SKIP	9	32970	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_17)

Question 3_18

How often are the following types of literature used in making assignments to your students? (CIRCLE ONE EACH)

Question 2_18A — Tape Pos: 88-88, Format: I1

BYT2_18A HOW OFTEN FICTION USED IN ASSIGNMENTS

Fiction

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	4886	11.0%	43.2%
Some of the time	2	4756	10.7%	42.1%
Rarely	3	723	1.6%	6.4%
Never	4	933	2.1%	8.3%
RESERVED CODES:				
DON'T KNOW	6	3	.0%	(MISS)
REFUSAL	7	11	.0%	(MISS)
MISSING	8	231	.5%	(MISS)
LEGITIMATE SKIP	9	32870	74.1%	(MISS)
TOTALS:		44513	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18B — Tape Pos: 89-89, Format: I1

BYT2_18B HOW OFTEN POETRY USED IN ASSIGNMENTS

Poetry

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	671	1.5%	5.1%
Some of the time	2	6321	14.0%	55.3%
Rarely	3	3221	7.2%	28.8%
Never	4	1246	2.8%	11.1%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	11	.0%	(MISS)
MISSING	8	271	.6%	(MISS)
LEGITIMATE SKIP	9	32870	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18C — Tape Pos: 90-90, Format: I1

BYT2_18C HOW OFTEN MYTHOLOGY USED IN ASSIGNMENTS

Mythology/folk tales

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	314	.7%	2.8%
Some of the time	2	4950	11.1%	44.2%
Rarely	3	3548	8.0%	31.7%
Never	4	3378	7.5%	21.2%
RESERVED CODES:				
DON'T KNOW	6	38	.1%	(MISS)
REFUSAL	7	11	.0%	(MISS)
MISSING	8	304	.7%	(MISS)
LEGITIMATE SKIP	9	32870	74.1%	(MISS)
TOTALS:		44513	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18D — Tape Pos: 91-91, Format: I1

BYT2_18D HOW OFTEN BIOGRAPHY USED IN ASSIGNMENTS

Biography

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	574	1.3%	5.1%
Some of the time	2	6444	14.5%	57.4%
Rarely	3	2647	5.9%	23.6%
Never	4	1554	3.5%	13.9%
RESERVED CODES:				
REFUSAL	7	11	.0%	(MISS)
MISSING	8	312	.7%	(MISS)
LEGITIMATE SKIP	9	32870	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18E — Tape Pos: 92-92, Format: I1

BYT2_18E HOW OFTEN DRAMA USED IN ASSIGNMENTS

Drama

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	556	1.2%	5.0%
Some of the time	2	6385	14.3%	56.9%
Rarely	3	2662	6.0%	23.7%
Never	4	1611	3.6%	14.4%
RESERVED CODES:				
REFUSAL	7	11	.0%	(MISS)
MISSING	8	317	.7%	(MISS)
LEGITIMATE SKIP	9	32870	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18F — Tape Pos: 93-93, Format: I1

BYT2_18F HOW OFTEN EXPOSITORY TEXT USED IN ASSIGN

Expository text

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	971	2.2%	8.7%
Some of the time	2	5413	12.2%	48.2%
Rarely	3	3294	7.4%	29.3%
Never	4	1547	3.5%	13.8%
RESERVED CODES:				
DON'T KNOW	6	7	.0%	(MISS)
REFUSAL	7	11	.0%	(MISS)
MISSING	8	299	.7%	(MISS)
LEGITIMATE SKIP	9	32870	74.1%	(MISS)
TOTALS:		44513	100.0%	100.0%

(Refer to Question 2_18)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER-STUDENT)

Question 3_18G Tape Pos: 84-84 Format: I1

BYT2_18G HOW OFTEN OTHER NON-FICT USED IN ASSIGN

Other non-fiction

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	462	1.0%	4.2%
Some of the time	2	5694	12.8%	51.4%
Rarely	3	3425	7.7%	30.9%
Never	4	1489	3.4%	13.5%
RESERVED CODES:				
DON'T KNOW	6	7	.0%	(MISS)
REFUSAL	7	11	.0%	(MISS)
MISSING	8	444	1.0%	(MISS)
LEGITIMATE SKIP	9	32970	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_18)

Question 3_20A Tape Pos: 87-87 Format: I1

BYT2_20A EMPHASIS GIVEN TO COMMON FRACTIONS

Common fractions

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	6647	14.9%	59.4%
Minor topic	2	1351	3.0%	12.1%
Review topic only	3	2970	6.7%	26.6%
Not covered at all	4	217	.5%	1.9%
RESERVED CODES:				
DON'T KNOW	6	11	.0%	(MISS)
REFUSAL	7	29	.1%	(MISS)
MISSING	8	189	.4%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

Question 3_18 Tape Pos: 85-86 Format: I2

BYT2_18 NO. OF BOOKS STUDENTS REQUIRED TO READ

In addition to full-length selections appearing in any textbook/workbook you may use, how many books will you require your students to read this school year? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	2359	5.3%	20.8%
One	2	816	1.8%	7.2%
Two	3	1362	3.1%	12.0%
Three	4	1271	2.9%	11.2%
Four	5	1843	4.1%	16.3%
Five or more	6	3676	8.3%	32.5%
RESERVED CODES:				
DON'T KNOW	96	6	.0%	(MISS)
REFUSAL	97	2	.0%	(MISS)
MISSING	98	207	.5%	(MISS)
LEGITIMATE SKIP	99	32970	74.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_20B Tape Pos: 88-88 Format: I1

BYT2_20B EMPHASIS GIVEN TO DECIMAL FRACTIONS

Decimal fractions

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	6413	14.4%	57.3%
Minor topic	2	1698	3.8%	15.2%
Review topic only	3	2730	6.1%	24.4%
Not covered at all	4	350	.8%	3.1%
RESERVED CODES:				
DON'T KNOW	6	11	.0%	(MISS)
REFUSAL	7	29	.1%	(MISS)
MISSING	8	185	.4%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

ANSWER QUESTIONS 20-22 FOR MATHEMATICS CLASSES ONLY

Question 3_20

Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All. (CIRCLE ONE EACH)

Question 3_20C Tape Pos: 89-89 Format: I1

BYT2_20C EMPHASIS GIVEN TO RATIO AND PROPORTION

Ratio and proportion

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	7038	15.8%	62.8%
Minor topic	2	2913	6.5%	26.0%
Review topic only	3	1000	2.2%	8.9%
Not covered at all	4	252	.6%	2.2%
RESERVED CODES:				
REFUSAL	7	29	.1%	(MISS)
MISSING	8	182	.4%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

Question 2_20D Tape Pos: 100-100 Format: I1

BYT2_20D EMPHASIS GIVEN TO PERCENT

Percent

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	8134	18.3%	72.8%
Minor topic	2	1754	3.9%	15.7%
Review topic only	3	1080	2.4%	9.7%
Not covered at all	4	209	.5%	1.9%
RESERVED CODES:				
DON'T KNOW	6	11	.0%	(MISS)
REFUSAL	7	29	.1%	(MISS)
MISSING	8	197	.4%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20E Tape Pos: 101-101 Format: I1

BYT2_20E EMPHASIS GIVEN TO MEASUREMENT

Measurement

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	3950	8.9%	35.3%
Minor topic	2	4547	10.2%	40.6%
Review topic only	3	1826	4.1%	16.3%
Not covered at all	4	865	1.9%	7.7%
RESERVED CODES:				
DON'T KNOW	6	11	.0%	(MISS)
REFUSAL	7	29	.1%	(MISS)
MISSING	8	186	.4%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20F Tape Pos: 102-102 Format: I1

BYT2_20F EMPHASIS GIVEN TO GEOMETRY

Geometry

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	5457	12.3%	48.8%
Minor topic	2	4011	9.0%	35.8%
Review topic only	3	973	2.2%	8.7%
Not covered at all	4	749	1.7%	6.7%
RESERVED CODES:				
DON'T KNOW	6	11	.0%	(MISS)
REFUSAL	7	29	.1%	(MISS)
MISSING	8	184	.4%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20G Tape Pos: 103-103 Format: I1

BYT2_20G EMPHASIS GIVEN TO ALGEBRA

Algebra (formulas and equations)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	7235	16.3%	64.6%
Minor topic	2	2939	6.6%	26.2%
Review topic only	3	272	.6%	2.4%
Not covered at all	4	763	1.7%	6.7%
RESERVED CODES:				
REFUSAL	7	29	.1%	(MISS)
MISSING	8	186	.4%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20H Tape Pos: 104-104 Format: I1

BYT2_20H EMPHASIS GIVEN TO INTEGERS

Integers

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	7889	17.7%	70.6%
Minor topic	2	2294	5.2%	20.5%
Review topic only	3	544	1.2%	4.9%
Not covered at all	4	451	1.0%	4.0%
RESERVED CODES:				
DON'T KNOW	6	11	.0%	(MISS)
REFUSAL	7	29	.1%	(MISS)
MISSING	8	186	.4%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20I Tape Pos: 105-105 Format: I1

BYT2_20I EMPHASIS GIVEN TO PROBABILITY/STATISTICS

Probability and statistics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2174	4.9%	18.8%
Minor topic	2	5005	11.2%	45.0%
Review topic only	3	889	2.0%	8.0%
Not covered at all	4	3058	6.9%	27.5%
RESERVED CODES:				
DON'T KNOW	6	11	.0%	(MISS)
REFUSAL	7	29	.1%	(MISS)
MISSING	8	248	.6%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20J Tape Pos: 108-108 Format: I1

BYT2_20J EMPHASIS GIVEN TO PROBLEM SOLVING

Problem solving

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	8367	18.8%	75.1%
Minor topic	2	3512	7.9%	23.9%
Review topic only	3	308	.7%	1.0%
Not covered at all	4	69	.2%	.6%
RESERVED CODES:				
DON'T KNOW	8	11	.0%	(MISS)
REFUSAL	7	38	.1%	(MISS)
MISSING	6	201	.5%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_20)

Question 2_21 Tape Pos: 107-107 Format: I1

BYT2_21 STUDENTS HAVE ACCESS TO SCHL CALCULATORS

Do your students have access to pocket or hand held calculators owned by the school for use in this class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	4519	10.2%	40.6%
No	2	6615	14.9%	59.4%
RESERVED CODES:				
REFUSAL	7	29	.1%	(MISS)
MISSING	6	251	.6%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 2_22 Tape Pos: 108-108 Format: I1

BYT2_22 HOW OFTEN STUDENTS USE CALCULATORS

On the average, how often do your students use calculators (the school's or their own) in this class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Several times a week or more	1	2266	5.1%	20.4%
About once a week	2	1842	4.1%	16.6%
Hardly ever or never	3	6986	15.7%	63.0%
RESERVED CODES:				
DON'T KNOW	8	3	.0%	(MISS)
REFUSAL	7	29	.1%	(MISS)
MISSING	6	288	.6%	(MISS)
LEGITIMATE SKIP	9	33098	74.4%	(MISS)
TOTALS:		44512	100.0%	100.0%

ANSWER QUESITON 23 FOR SOCIAL STUDIES CLASSES ONLY.

Question 2_23

Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All. (CIRCLE ONE EACH)

Question 2_23A Tape Pos: 109-109 Format: I1

BYT2_23A EMPHASIS GIVEN TO STATE HISTORY IN CLASS

State history

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1798	4.0%	17.3%
Minor topic	2	3899	8.1%	54.4%
Review topic only	3	2028	4.6%	19.4%
Not covered at all	4	3048	6.8%	28.1%
RESERVED CODES:				
REFUSAL	7	7	.0%	(MISS)
MISSING	6	210	.5%	(MISS)
LEGITIMATE SKIP	9	33824	76.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_23)

Question 2_23B Tape Pos: 110-110 Format: I1

BYT2_23B EMPHASIS GIVEN TO U.S. HISTORY IN CLASS

United States or American history

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	8383	18.8%	79.7%
Minor topic	2	977	2.2%	9.3%
Review topic only	3	699	1.6%	6.7%
Not covered at all	4	467	1.0%	4.4%
RESERVED CODES:				
REFUSAL	7	7	.0%	(MISS)
MISSING	6	185	.4%	(MISS)
LEGITIMATE SKIP	9	33824	76.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_23)

Question 2_23C Tape Pos: 111-111 Format: I1

BYT2_23C EMPHASIS GIVEN TO WORLD HISTORY IN CLASS

World or Western history

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	946	2.1%	9.1%
Minor topic	2	3592	8.1%	34.5%
Review topic only	3	3169	7.1%	30.4%
Not covered at all	4	2710	6.1%	26.0%
RESERVED CODES:				
REFUSAL	7	7	.0%	(MISS)
MISSING	6	284	.6%	(MISS)
LEGITIMATE SKIP	9	33824	76.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_23)

Question 3_23D Tape Pos: 112-112 Format: I1

BYT2_23D EMPHASIS GIVEN TO CIVICS/GOV'T IN CLASS

Civics/government

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	3893	8.7%	37.1%
Minor topic	2	5142	11.6%	49.0%
Review topic only	3	1014	2.3%	9.7%
Not covered at all	4	441	1.0%	4.2%
RESERVED CODES:				
REFUSAL	7	7	.0%	(MISS)
MISSING	8	191	.4%	(MISS)
LEGITIMATE SKIP	9	33824	76.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23E Tape Pos: 113-113 Format: I1

BYT2_23E EMPHASIS GIVEN TO GEOGRAPHY IN CLASS

Geography

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2824	6.3%	26.9%
Minor topic	2	6684	12.6%	63.3%
Review topic only	3	1523	3.4%	14.5%
Not covered at all	4	546	1.2%	5.2%
RESERVED CODES:				
REFUSAL	7	29	.1%	(MISS)
MISSING	8	172	.4%	(MISS)
LEGITIMATE SKIP	9	33824	76.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23F Tape Pos: 114-114 Format: I1

BYT2_23F EMPHASIS GIVN TO CURRENT EVENTS IN CLASS

Current events

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2677	6.0%	25.5%
Minor topic	2	6144	13.8%	58.6%
Review topic only	3	1326	3.0%	12.6%
Not covered at all	4	343	.8%	3.3%
RESERVED CODES:				
REFUSAL	7	10	.0%	(MISS)
MISSING	8	188	.4%	(MISS)
LEGITIMATE SKIP	9	33824	76.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23G Tape Pos: 115-115 Format: I1

BYT2_23G EMPHASIS GIVEN TO ETHICS IN CLASS

Ethics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	983	2.2%	9.9%
Minor topic	2	4792	10.8%	48.3%
Review topic only	3	2218	5.0%	21.4%
Not covered at all	4	3344	5.3%	33.7%
RESERVED CODES:				
REFUSAL	7	35	.1%	(MISS)
MISSING	8	309	.7%	(MISS)
LEGITIMATE SKIP	9	33824	76.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23H Tape Pos: 116-116 Format: I1

BYT2_23H EMPHASIS GIVEN TO ECONOMICS IN CLASS

Economics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	953	2.1%	9.1%
Minor topic	2	5271	11.8%	50.5%
Review topic only	3	2120	4.8%	20.3%
Not covered at all	4	2090	4.7%	20.0%
RESERVED CODES:				
REFUSAL	7	29	.1%	(MISS)
MISSING	8	225	.5%	(MISS)
LEGITIMATE SKIP	9	33824	76.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

ANSWER QUESTIONS 24-29 FOR SCIENCE CLASSES ONLY.

Question 3_24

Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All. (CIRCLE ONE EACH)

Question 3_24A Tape Pos: 117-117 Format: I1

BYT2_24A EMPHASIS GIVEN TO PLANTS IN CLASS

Plants

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1158	2.6%	10.9%
Minor topic	2	1481	3.3%	13.7%
Review topic only	3	1677	3.8%	15.6%
Not covered at all	4	6339	14.2%	59.6%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	217	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_24)

Question 2_24B — Tape Pos: 118-118 Format: I1

BYT2_24B EMPHASIS GIVEN TO ANIMALS IN CLASS

Animals

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1433	3.2%	13.8%
Minor topic	2	1484	3.4%	14.1%
Review topic only	3	1669	3.7%	15.7%
Not covered at all	4	6038	13.6%	56.7%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	228	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24E — Tape Pos: 121-121 Format: I1

BYT2_24E EMPHASIS GIVN TO PERSONL HEALTH IN CLASS

Personal health

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	983	2.2%	9.1%
Minor topic	2	1972	4.4%	18.7%
Review topic only	3	1493	3.4%	14.2%
Not covered at all	4	6088	13.7%	57.9%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	323	.7%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24C — Tape Pos: 119-119 Format: I1

BYT2_24C EMPHASIS GIVEN TO HUMAN BIOLOGY IN CLASS

Human biology

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1915	4.3%	18.0%
Minor topic	2	982	2.2%	9.2%
Review topic only	3	956	2.1%	9.0%
Not covered at all	4	6726	15.2%	63.7%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	230	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24F — Tape Pos: 122-122 Format: I1

BYT2_24F EMPHASIS GIVEN TO EARTH SCIENCE IN CLASS

Earth science or geology

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	5840	13.1%	55.0%
Minor topic	2	828	1.8%	7.8%
Review topic only	3	658	1.5%	6.2%
Not covered at all	4	3301	7.4%	31.1%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	224	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24D — Tape Pos: 120-120 Format: I1

BYT2_24D EMPHASIS GIVEN TO GENETICS IN CLASS

Genetics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	793	1.8%	7.5%
Minor topic	2	1654	3.7%	15.6%
Review topic only	3	889	2.0%	8.3%
Not covered at all	4	7294	16.4%	69.7%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	239	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24G — Tape Pos: 123-123 Format: I1

BYT2_24G EMPHASIS GIVEN TO WEATHER IN CLASS

Weather

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	4559	10.2%	42.9%
Minor topic	2	1513	3.4%	14.2%
Review topic only	3	670	1.5%	6.3%
Not covered at all	4	3889	8.7%	36.6%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	218	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24H — Tape Pos: 124-124, Format: I1

BYT2_24H EMPHASIS GIVEN TO ASTRONOMY IN CLASS

Astronomy or space

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	5038	11.3%	47.8%
Minor topic	2	1508	3.4%	14.3%
Review topic only	3	848	1.9%	8.1%
Not covered at all	4	3422	7.7%	32.3%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	234	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24K — Tape Pos: 127-127, Format: I1

BYT2_24K EMPHASIS GIVEN TO HEAT IN CLASS

Heat

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	3067	6.9%	28.0%
Minor topic	2	3391	7.6%	32.0%
Review topic only	3	1093	2.5%	10.3%
Not covered at all	4	3040	6.8%	28.7%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	258	.6%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24I — Tape Pos: 125-125, Format: I1

BYT2_24I EMPASIS GIVEN TO ELECTRICITY IN CLASS

Electricity or magnetism

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	3133	7.0%	28.8%
Minor topic	2	2419	5.4%	22.8%
Review topic only	3	1222	2.7%	11.8%
Not covered at all	4	3847	8.6%	36.2%
RESERVED CODES:				
DON'T KNOW	6	3	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	227	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24L — Tape Pos: 126-126, Format: I1

BYT2_24L EMPHASIS GIVEN TO OPTICS IN CLASS

Optics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1971	4.4%	18.8%
Minor topic	2	2478	5.6%	23.4%
Review topic only	3	1159	2.6%	10.9%
Not covered at all	4	4978	11.2%	47.0%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	263	.6%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 3_24J — Tape Pos: 126-126, Format: I1

BYT2_24J EMPHASIS GIVEN TO MECHANICS IN CLASS

Mechanics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2419	5.4%	22.9%
Minor topic	2	1957	4.4%	18.5%
Review topic only	3	973	2.2%	9.2%
Not covered at all	4	5330	11.7%	49.4%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	280	.6%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24M — Tape Pos: 129-129, Format: I1

BYT2_24M EMPHASIS GIVEN TO CHEMISTRY IN CLASS

Chemistry

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	4718	10.6%	44.8%
Minor topic	2	3324	7.5%	31.4%
Review topic only	3	1219	2.7%	11.5%
Not covered at all	4	1328	3.0%	12.5%
RESERVED CODES:				
DON'T KNOW	6	3	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	262	.6%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24N Tape Pos: 130-130 Format: I1

BYT2_24N EMPHASIS GIVEN TO ATOMIC THEORY IN CLASS

Atomic theory

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	4324	9.7%	40.7%
Minor topic	2	3236	7.3%	30.5%
Review topic only	3	1232	2.7%	11.6%
Not covered at all	4	1838	4.1%	17.3%
RESERVED CODES:				
DON'T KNOW	6	3	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	231	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24Q Tape Pos: 133-133 Format: I1

BYT2_24Q EMPHASIS GIVEN TO SCIENCE/SOCIETY

Science and society

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2110	4.7%	19.9%
Minor topic	2	5183	11.7%	48.9%
Review topic only	3	1330	3.0%	12.6%
Not covered at all	4	1978	4.4%	18.6%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	238	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24O Tape Pos: 131-131 Format: I1

BYT2_24O EMPHASIS GIVEN TO ENVIRONMENTAL SCIENCE

Environmental science

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	3118	7.0%	29.3%
Minor topic	2	4302	9.7%	40.5%
Review topic only	3	1159	2.6%	10.9%
Not covered at all	4	2043	4.6%	19.2%
RESERVED CODES:				
DON'T KNOW	6	3	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	238	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24P Tape Pos: 132-132 Format: I1

BYT2_24P EMPHASIS GIVEN TO OCEANOGRAPHY IN CLASS

Oceanography

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	3587	8.1%	33.9%
Minor topic	2	2306	5.2%	21.8%
Review topic only	3	676	1.5%	6.4%
Not covered at all	4	4020	9.0%	38.0%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	17	.0%	(MISS)
MISSING	8	280	.6%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_24)

Question 2_25 Tape Pos: 134-134 Format: I1

BYT2_25 HOW OFTEN DEMONSTRATES SCIENCE EXPERIMNT

How often do you demonstrate a science experiment in class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Almost every day	1	1308	2.9%	12.3%
About once a week	2	5538	12.4%	52.2%
About once a month	3	2270	5.1%	21.4%
Less than once a month	4	1317	3.0%	12.4%
Never	5	188	.4%	1.8%
RESERVED CODES:				
REFUSAL	7	17	.0%	(MISS)
MISSING	8	238	.5%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 2_26 Tape Pos: 135-135 Format: I1

BYT2_26 HOW OFTEN STUDENTS CONDUCT EXPERIMENTS

How often do students conduct science experiments in this class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Almost every day	1	1327	3.0%	12.5%
About once a week	2	5020	11.3%	47.3%
About once a month	3	2093	4.7%	19.7%
Less than once a month	4	1407	3.2%	13.3%
Never	5	756	1.7%	7.1%
RESERVED CODES:				
REFUSAL	7	17	.0%	(MISS)
MISSING	8	249	.6%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 2_27

Indicate whether or not you have access to science laboratory facilities for your teaching in this class:

Question 2_27A Tape Pos: 136-136 Format: I1

BYT2_27A ACCESS TO LAB IN REGULAR CLASSROOM

In your regular classroom.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	7339	16.5%	69.2%
No	2	3263	7.3%	30.8%
RESERVED CODES:				
REFUSAL	7	17	.0%	(MISS)
MISSING	8	289	.6%	(MISS)
LEGITIMATE SKIP	9	33844	75.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_27)

Question 2_27B Tape Pos: 137-137 Format: I1

BYT2_27B ACCESS TO LAB OUTSIDE REGULAR CLASSROOM

outside your regular classroom.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	3556	8.0%	36.2%
No	2	6274	14.1%	63.8%
RESERVED CODES:				
REFUSAL	7	17	.0%	(MISS)
MISSING	8	1021	2.3%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 2_27)

Question 2_28 Tape Pos: 138-138 Format: I1

BYT2_28 AMOUNT OF SCIENCE EQUIPMENT FOR USE

Which of the following best describes the science equipment you have for students in this class to use? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Each one usually has his/her own equipment	1	376	.8%	3.6%
One student usually shares with another	2	3724	8.4%	35.2%
Groups of students (3 or more) usually share equipment	3	4484	10.1%	42.4%
I have little or no equipment for students to use	4	2002	4.5%	18.9%
RESERVED CODES:				
REFUSAL	7	17	.0%	(MISS)
MISSING	8	265	.6%	(MISS)
LEGITIMATE SKIP	9	33644	75.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 2_29 Tape Pos: 139-139 Format: I1

BYT2_29 CONDITION OF SCIENCE EQUIPMENT USED

What is the condition of the science equipment you use in this class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Excellent	1	1643	3.7%	15.5%
Good	2	4434	10.0%	41.8%
Fair	3	2824	6.3%	26.6%
Poor	4	1126	2.5%	10.6%
I have none	5	578	1.3%	5.4%
RESERVED CODES:				
REFUSAL	7	17	.0%	(MISS)
MISSING	8	248	.6%	(MISS)
LEGITIMATE SKIP	9	33844	75.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

PART III. TEACHER BACKGROUND AND ACTIVITIES

Question 3_1 Tape Pos: 140-140 Format: I1

BYT3_1 SEX OF TEACHER

What is your sex? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Male	1	19524	43.9%	43.9%
Female	2	24988	56.1%	56.1%
TOTALS:		44512	100.0%	100.0%

Question 3_2 Tape Pos: 141-141 Format: I1

BYT3_2 RACE OF TEACHER

Which best describes you? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Other	1	551	1.2%	1.3%
Hispanic, regardless of race	2	1011	2.3%	2.3%
Black, not of Hispanic Origin	3	3565	8.0%	8.1%
White, not of Hispanic Origin	4	38718	87.0%	88.3%
RESERVED CODES:				
DON'T KNOW	6	15	.0%	(MISS)
REFUSAL	7	373	.8%	(MISS)
MISSING	8	279	.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_3

What is the date of your birth?

NOTE: The month (3_3M and day (3_3D) variables were suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_3Y

Tape Pos: 142-143
Format: I2

BYT3_3Y TEACHER'S BIRTH YEAR

Year

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1925 and before	1	728	1.6%	1.7%
1926 - 1930	2	2007	4.5%	4.6%
1931 - 1935	3	3314	7.4%	7.7%
1936 - 1940	4	4764	10.7%	11.0%
1941 - 1945	5	7721	17.3%	17.8%
1946 - 1950	6	10335	23.2%	23.9%
1951 - 1955	7	7094	15.9%	16.4%
1956 - 1960	8	4844	10.2%	10.8%
1961 and after	9	2803	6.3%	6.5%
RESERVED CODES:				
REFUSAL	97	537	1.2%	(MISS)
MISSING	98	677	1.5%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 3_3)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_5

Tape Pos: 146-147
Format: I2

BYT3_5 YEARS TAUGHT IN CURRENT SCHOOL

Counting this year, how many years in total have you taught in this school?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1 year	1	5372	12.1%	12.3%
2 years	2	3979	8.9%	9.0%
3 years	3	3571	8.0%	8.1%
4 years	4	2934	6.5%	6.6%
5 years	5	2673	6.0%	6.0%
6 - 7 years	6	3964	8.9%	9.0%
8 - 9 years	7	3842	8.9%	8.9%
10 - 11 years	8	3211	7.3%	7.3%
12 - 13 years	9	2334	5.2%	5.3%
14 - 15 years	10	2487	5.6%	5.6%
16 - 17 years	11	2408	5.4%	5.4%
18 - 19 years	12	2471	5.5%	5.6%
20 or more years	13	4849	10.9%	11.0%
RESERVED CODES:				
REFUSAL	97	48	.1%	(MISS)
MISSING	98	261	.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_4

Tape Pos: 144-145
Format: I2

BYT3_4 YEARS TAUGHT ELEMENTARY/SECONDARY LEVEL

Counting this year, how many years in total have you taught at either the elementary or secondary level?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1 - 3 years	1	4786	10.7%	10.8%
4 - 6 years	2	4251	9.5%	9.6%
7 - 9 years	3	4430	10.0%	10.0%
10 - 12 years	4	5020	11.3%	11.4%
13 - 15 years	5	5541	12.4%	12.5%
16 - 18 years	6	6078	13.7%	13.8%
19 - 21 years	7	4442	10.0%	10.1%
22 - 24 years	8	3295	7.4%	7.5%
25 or more years	9	6383	14.3%	14.4%
RESERVED CODES:				
REFUSAL	97	40	.1%	(MISS)
MISSING	98	276	.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_6

Tape Pos: 148-148
Format: I1

BYT3_6 TYPE OF TEACHER CERTIFICATION HELD

What type of teaching certification do you hold from the state where you teach? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Regular or standard certification	1	39364	88.4%	89.0%
Probationary certification	2	742	1.7%	1.7%
Temporary, provisional, or emergency certificate	3	1886	4.2%	4.3%
I am not certified	4	2249	5.1%	5.1%
RESERVED CODES:				
DON'T KNOW	6	24	.1%	(MISS)
REFUSAL	7	39	.1%	(MISS)
MISSING	8	208	.5%	(MISS)
TOTALS:		44812	100.0%	100.0%

Question 3_7

In each of the following subjects, please indicate whether or not you hold a certificate from the state where you teach. (CIRCLE ONE EACH)

Question 3_7A Tape Pos: 149-149 Format: I1

BYT3_7A CERTIFICATE IN MATHEMATICS HELD

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	12511	28.1%	29.9%
No	2	29307	65.8%	70.1%
RESERVED CODES:				
DON'T KNOW	6	8	.0%	(MISS)
REFUSAL	7	57	.1%	(MISS)
MISSING	8	380	.9%	(MISS)
LEGITIMATE SKIP	9	2249	5.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_7)

Question 3_7B Tape Pos: 150-150 Format: I1

BYT3_7B CERTIFICATE IN SCIENCE HELD

Science

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	13980	31.4%	33.4%
No	2	27852	62.6%	66.6%
RESERVED CODES:				
DON'T KNOW	6	8	.0%	(MISS)
REFUSAL	7	57	.1%	(MISS)
MISSING	8	386	.9%	(MISS)
LEGITIMATE SKIP	9	2249	5.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_7)

Question 3_7C Tape Pos: 151-151 Format: I1

BYT3_7C CERTIFICATE IN ENGLISH HELD

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	15299	34.4%	36.6%
No	2	26527	59.6%	63.4%
RESERVED CODES:				
REFUSAL	7	57	.1%	(MISS)
MISSING	8	380	.9%	(MISS)
LEGITIMATE SKIP	9	2249	5.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_7)

Question 3_7D Tape Pos: 152-152 Format: I1

BYT3_7D CERTIFICATE IN SOCIAL STUDIES HELD

Social Studies

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	16430	36.9%	39.3%
No	2	25388	57.0%	60.7%
RESERVED CODES:				
REFUSAL	7	57	.1%	(MISS)
MISSING	8	386	.9%	(MISS)
LEGITIMATE SKIP	9	2249	5.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_7)

Question 3_8 Tape Pos: 153-153 Format: I1

BYT3_8 HIGHEST DEGREE HELD

What is the highest academic degree you hold? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Less than a bachelor's degree	1	129	.3%	.3%
Bachelor's	2	24624	55.3%	55.7%
Master's	3	16363	36.8%	37.1%
Education specialist or professional diploma based on at least one year of work past master's degree level	4	2888	6.0%	6.0%
Doctorate (Ph.D.) or first professional degree (e.g. M.D., L.L.B. J.D., D.D.S.)	5	378	.8%	.9%
RESERVED CODES:				
REFUSAL	7	32	.1%	(MISS)
MISSING	8	298	.7%	(MISS)
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_9

What were your major and minor fields of study for your BACHELOR'S degree ONLY? (CIRCLE ALL THAT APPLY)

Question 3_9A1 Tape Pos: 154-154 Format: I1

BYT3_9A1 BACHELOR'S DEGREE MAJOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	16845	37.8%	38.5%
No	2	26938	60.5%	61.5%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	867	1.3%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_9)

Question 3_8A2 Tape Pos: 188-188 Format: I1

BYT3_8A2 BACHELOR'S DEGREE MINOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	6183	13.8%	14.0%
No	2	37805	84.5%	86.0%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	392	.9%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_8C1 Tape Pos: 158-158 Format: I1

BYT3_8C1 BACHELOR'S DEGREE MAJOR IN HISTORY

History (or Social Studies/Social Science)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	10889	33.8%	34.2%
No	2	33184	74.6%	75.8%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	867	1.3%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_8B1 Tape Pos: 156-156 Format: I1

BYT3_8B1 BACHELOR'S DEGREE MAJOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	7863	17.7%	18.0%
No	2	35920	80.7%	82.0%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	567	1.3%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_8C2 Tape Pos: 159-159 Format: I1

BYT3_8C2 BACHELOR'S DEGREE MINOR IN HISTORY

History (or Social Studies/Social Science)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	7651	17.2%	17.4%
No	2	36297	81.6%	82.6%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	402	.9%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_8B2 Tape Pos: 157-157 Format: I1

BYT3_8B2 BACHELOR'S DEGREE MINOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	5662	12.8%	12.9%
No	2	38288	86.0%	87.1%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	402	.9%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_8D1 Tape Pos: 160-160 Format: I1

BYT3_8D1 BACHELOR'S DEGREE MAJOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	5053	11.4%	11.5%
No	2	38730	87.0%	88.5%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	567	1.3%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_BD2 Tape Pos: 181-181 Format: I1

BYT3_BD2 BACHELOR'S DEGREE MINOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	4305	9.7%	9.8%
No	2	39843	89.1%	90.3%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	402	.9%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_BE1 Tape Pos: 183-183 Format: I1

BYT3_BE1 BACHELOR'S DEGREE MAJOR IN SCIENCE

Natural/Physical Sciences

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	6130	13.8%	14.0%
No	2	37853	84.8%	86.0%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	867	1.3%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BE2 Tape Pos: 183-183 Format: I1

BYT3_BE2 BACHELOR'S DEGREE MINOR IN SCIENCE

Natural/Physical Sciences

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	6238	14.0%	14.3%
No	2	37710	84.7%	85.8%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	402	.9%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_BF1 Tape Pos: 184-184 Format: I1

BYT3_BF1 BACHELOR'S DEGREE MAJOR IN FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	871	2.0%	2.0%
No	2	42912	96.4%	98.0%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	867	1.3%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_BF2 Tape Pos: 185-185 Format: I1

BYT3_BF2 BACHELOR'S DEGREE MINOR IN FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2056	4.6%	4.7%
No	2	41892	94.1%	95.3%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	402	.9%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BG1 Tape Pos: 186-186 Format: I1

BYT3_BG1 BACHELOR'S DEGREE MAJOR IN OTHER AREA- 1

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	7113	16.0%	16.3%
No	2	36647	83.3%	83.7%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	590	1.3%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_8)

Question 3_9G2 Tape Pos: 167-167 Format: I1

BYT3_9G2 BACHELOR'S DEGREE MINOR IN OTHER AREA- 1

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	5483	12.3%	12.5%
No	2	38482	86.4%	87.5%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	415	.9%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_9)

Question 3_10A Tape Pos: 170-170 Format: I1

BYT3_10A NOT APPLICABLE - NO GRADUATE DEGREE

Not applicable; no graduate degree

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	24824	55.3%	55.9%
No	2	19448	43.7%	44.1%
RESERVED CODES:				
REFUSAL	7	18	.0%	(MISS)
MISSING	8	386	.7%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 3_10)

Question 3_9H1 Tape Pos: 168-168 Format: I1

BYT3_9H1 BACHELOR'S DEGREE MAJOR IN OTHER AREA- 2

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	591	1.3%	1.3%
No	2	43188	97.0%	98.7%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	571	1.3%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_9)

Question 310A1 Tape Pos: 171-171 Format: I1

BYT310A1 GRADUATE DEGREE MAJOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	10711	24.1%	55.6%
No	2	8570	19.3%	44.4%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	445	1.0%	(MISS)
LEGITIMATE SKIP	9	24763	55.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 3_10)

Question 3_9H2 Tape Pos: 169-169 Format: I1

BYT3_9H2 BACHELOR'S DEGREE MINOR IN OTHER AREA- 2

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1819	4.1%	4.1%
No	2	42135	94.7%	95.9%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	396	.9%	(MISS)
LEGITIMATE SKIP	9	129	.3%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 3_9)

Question 310A2 Tape Pos: 172-172 Format: I1

BYT310A2 GRADUATE DEGREE MINOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1769	4.0%	9.2%
No	2	17513	39.3%	90.8%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	418	.9%	(MISS)
LEGITIMATE SKIP	9	24763	55.6%	(MISS)
TOTALS:		44812	100.0%	100.0%

(Refer to Question 3_10)

Question 3_10

If you have earned a GRADUATE DEGREE, what were your major and minor fields of study for your HIGHEST graduate degree?

Question 31081 — Tape Pos: 173-173, Format: I1

BYT31081 GRADUATE DEGREE MAJOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1300	2.9%	6.7%
No	2	17990	40.4%	93.3%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	436	1.0%	(MISS)
LEGITIMATE SKIP	9	24753	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 31082 — Tape Pos: 174-174, Format: I1

BYT31082 GRADUATE DEGREE MINOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	979	2.2%	5.1%
No	2	18303	41.1%	94.9%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	418	.9%	(MISS)
LEGITIMATE SKIP	9	24753	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 31C1 — Tape Pos: 175-175, Format: I1

BYT31C1 GRADUATE DEGREE MAJOR IN HISTORY

History (or Social Studies/Social Science)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2011	4.5%	10.4%
No	2	17279	38.8%	89.6%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	436	1.0%	(MISS)
LEGITIMATE SKIP	9	24753	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 31C2 — Tape Pos: 176-176, Format: I1

BYT31C2 GRADUATE DEGREE MINOR IN HISTORY

History (or Social Studies/Social Science)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1213	2.7%	6.3%
No	2	18069	40.6%	93.7%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	418	.9%	(MISS)
LEGITIMATE SKIP	9	24753	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 31D1 — Tape Pos: 177-177, Format: I1

BYT31D1 GRADUATE DEGREE MAJOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1013	2.3%	5.3%
No	2	18277	41.1%	94.7%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	436	1.0%	(MISS)
LEGITIMATE SKIP	9	24753	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 31D2 — Tape Pos: 178-178, Format: I1

BYT31D2 GRADUATE DEGREE MINOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	888	2.0%	4.6%
No	2	18394	41.3%	95.4%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	418	.9%	(MISS)
LEGITIMATE SKIP	9	24753	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 310E1 Tape Pos: 179-179 Format: I1

BYT310E1 GRADUATE DEGREE MAJOR IN SCIENCE

Natural/Physical Sciences

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1882	4.2%	9.7%
No	2	17438	39.2%	90.3%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	438	1.0%	(MISS)
LEGITIMATE SKIP	9	24763	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 310E2 Tape Pos: 180-180 Format: I1

BYT310E2 GRADUATE DEGREE MINOR IN SCIENCE

Natural/Physical Sciences

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1082	2.4%	5.8%
No	2	18220	40.9%	94.6%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	418	.9%	(MISS)
LEGITIMATE SKIP	9	24763	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 310F1 Tape Pos: 181-181 Format: I1

BYT310F1 GRADUATE DEGREE MAJOR IN FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	200	.4%	1.0%
No	2	19090	42.9%	99.0%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	438	1.0%	(MISS)
LEGITIMATE SKIP	9	24763	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 310F2 Tape Pos: 182-182 Format: I1

BYT310F2 GRADUATE DEGREE MINOR IN FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	71	.2%	.4%
No	2	19211	43.2%	99.6%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	418	.9%	(MISS)
LEGITIMATE SKIP	9	24763	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 310G1 Tape Pos: 183-183 Format: I1

BYT310G1 GRADUATE DEGREE MAJOR IN OTHER AREA - 1

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	4714	10.6%	24.4%
No	2	14676	33.7%	75.6%
REFUSAL	7	33	.1%	(MISS)
MISSING	8	438	1.0%	(MISS)
LEGITIMATE SKIP	9	24763	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question 310G2 Tape Pos: 184-184 Format: I1

BYT310G2 GRADUATE DEGREE MINOR IN OTHER AREA - 1

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1049	2.4%	5.4%
No	2	18233	41.0%	94.6%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	418	.9%	(MISS)
LEGITIMATE SKIP	9	24763	55.6%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_10)

Question B1GH1 Tape Pos: 188-188 Format: I1

BYT31GH1 GRADUATE DEGREE MAJOR IN OTHER AREA - 3

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	886	1.3%	2.1%
No	3	18892	42.0%	95.9%
RESERVED CODES:				
REFUSAL	7	33	.1%	(MISS)
MISSING	8	438	1.0%	(MISS)
LEGITIMATE SKIP	9	24763	55.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_1D)

Question B1GH2 Tape Pos: 188-188 Format: I1

BYT31GH2 GRADUATE DEGREE MINOR IN OTHER AREA - 3

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	425	1.0%	2.2%
No	2	18857	42.4%	97.8%
RESERVED CODES:				
DON'T KNOW	6	12	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	418	.9%	(MISS)
LEGITIMATE SKIP	9	24753	55.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_1D)

Question 3_11

Please print the name of the college or university at which you received your bachelor's degree and indicate the year of your degree (or your most recent attendance).

(PLEASE PRINT NAME. DO NOT ABBREVIATE)

NOTE: This variable (3_11A) was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_11B Tape Pos: 187-188 Format: I2

BYT3_11B YEAR OF BACHELOR'S DEGREE

Year of Degree (or most recent attendance)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Before 1950	49	624	1.4%	1.4%
1950-1952	52	883	1.8%	2.0%
1953-1956	56	1106	2.5%	2.5%
1956-1958	58	1417	3.2%	3.2%
1959	59	912	2.0%	2.1%
1960	60	818	1.8%	1.8%
1961	61	973	2.2%	2.2%
1962	62	880	1.9%	2.0%
1963	63	1193	2.7%	2.7%
1964	64	1342	3.0%	3.1%
1965	65	1382	3.1%	3.2%
1966	66	1435	3.2%	3.3%
1967	67	1708	3.8%	3.9%
1968	68	1859	4.2%	4.3%
1969	69	2069	4.6%	4.7%
1970	70	2442	5.5%	5.6%
1971	71	1919	4.3%	4.4%
1972	72	1826	4.1%	4.2%
1973	73	2029	4.6%	4.6%
1974	74	1498	3.4%	3.4%
1975	75	1617	3.6%	3.7%
1976	76	1298	2.9%	3.0%
1977	77	984	2.2%	2.3%
1978	78	1240	2.8%	2.8%
1979	79	1040	2.3%	2.4%
1980	80	887	2.0%	2.0%
1981	81	1175	2.6%	2.7%
1982	82	1013	2.3%	2.3%
1983	83	1105	2.5%	2.5%
1984	84	985	2.2%	2.3%
1985	85	1168	2.6%	2.7%
1986	86	1401	3.1%	3.2%
1987-1988	88	1455	3.3%	3.3%
RESERVED CODES:				
DON'T KNOW	96	14	.0%	(MISS)
REFUSAL	97	248	.6%	(MISS)
MISSING	98	459	1.0%	(MISS)
LEGITIMATE SKIP	99	139	.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_11)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_12

Please print the name of the college or university which you received your master's or other graduate degree (or have earned graduate credits) and indicate the year of your degree (or of your most recent attendance). If you have completed more than one graduate degree, please fill in the information below for your highest degree. IF YOU HAVE NOT COMPLETED A GRADUATE DEGREE, please give the name of the college or university at which you have earned the largest number of graduate credits.

Question 3_12A

Not applicable; No graduate credits

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER-STUDENT)

Question 3_12B

Name of College/University

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_12C Tape Pos: 189-190 Format: I2

BYT3_12C YEAR OF GRADUATE DEGREE

Year of Degree (or most recent attendance)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Before 1980	80	886	1.3%	1.7%
1980-1983	83	735	1.7%	2.2%
1984-1986	86	1045	2.3%	3.1%
1987-1988	88	884	1.9%	2.6%
1989	89	747	1.7%	2.2%
1970	70	939	2.1%	2.8%
1971	71	785	1.7%	2.3%
1972	72	1488	3.3%	4.4%
1973	73	1108	2.5%	3.3%
1974	74	881	2.0%	2.6%
1975	75	1240	2.8%	3.7%
1976	76	1104	2.5%	3.3%
1977	77	1181	2.6%	3.5%
1978	78	1403	3.2%	4.2%
1979	79	1248	2.8%	3.7%
1980	80	1329	3.0%	4.0%
1981	81	1408	3.2%	4.2%
1982	82	1072	2.4%	3.2%
1983	83	1367	3.1%	4.1%
1984	84	1538	3.5%	4.6%
1985	85	1800	4.0%	5.4%
1986	86	2472	5.6%	7.4%
1987	87	3834	8.6%	11.4%
1988	88	3387	7.6%	10.0%
RESERVED CODES:				
DON'T KNOW	96	88	.2%	(MISS)
REFUSAL	97	263	.6%	(MISS)
MISSING	98	1498	3.4%	(MISS)
LEGITIMATE SKIP	99	9133	20.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_12)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_13 Tape Pos: 191-191 Format: I1

BYT3_13 PROFICIENT IN LANGUAGE OTHR THAN ENGLISH

Are you proficient in any language(s) other than English?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	7086	15.9%	16.1%
No	2	37085	83.2%	83.9%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	329	.7%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_14

In what language(s) are you proficient? (CIRCLE ALL THAT APPLY)

Question 3_14A Tape Pos: 192-192 Format: I1

BYT3_14A PROFICIENT IN FRENCH

French

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2284	5.1%	31.9%
No	2	4809	10.8%	68.1%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	382	.8%	(MISS)
LEGITIMATE SKIP	9	37085	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14B Tape Pos: 193-193 Format: I1

BYT3_14B PROFICIENT IN GERMAN

German

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1407	3.2%	19.9%
No	2	5686	12.7%	80.1%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	382	.8%	(MISS)
LEGITIMATE SKIP	9	37085	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14C Tape Pos: 194-194 Format: I1

BYT3_14C PROFICIENT IN GREEK

Greek

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	133	.3%	1.7%
No	2	6940	15.6%	98.3%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	382	.8%	(MISS)
LEGITIMATE SKIP	9	37085	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_14)

Question B_14D — Tape Pos: 196-196, Format: I1

BYT3_14D PROFICIENT IN ITALIAN

Italian

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	305	.8%	2.9%
No	2	6858	15.4%	97.1%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	352	.8%	(MISS)
LEGITIMATE SKIP	9	37055	83.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question B_14)

Question B_14G — Tape Pos: 198-198, Format: I1

BYT3_14G PROFICIENT IN SPANISH

Spanish

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	3164	7.1%	44.8%
No	2	3899	8.8%	55.2%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	352	.8%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question B_14)

Question B_14E — Tape Pos: 197-197, Format: I1

BYT3_14E PROFICIENT IN POLISH

Polish

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	103	.2%	1.5%
No	2	6950	15.6%	98.5%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	352	.8%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question B_14)

Question B_14H — Tape Pos: 199-199, Format: I1

BYT3_14H PROFICIENT IN CHINESE

Chinese

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	15	.0%	.2%
No	2	7048	15.8%	99.8%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	352	.8%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question B_14)

Question B_14F — Tape Pos: 197-197, Format: I1

BYT3_14F PROFICIENT IN PORTUGUESE

Portuguese

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	95	.2%	1.3%
No	2	6958	15.7%	98.7%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	352	.8%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question B_14)

Question B_14I — Tape Pos: 200-200, Format: I1

BYT3_14I PROFICIENT IN JAPANESE

Japanese

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	67	.2%	.9%
No	2	6996	15.7%	99.1%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	352	.8%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question B_14)

Question 3_14J

Tape Pos: 301-301
Format: I1

BYT3_14J PROFICIENT IN KOREAN

Korean

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	20	.0%	.3%
No	2	7043	15.8%	99.7%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	382	.8%	(MISS)
LEGITIMATE SKIP	9	37065	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14K

Tape Pos: 302-302
Format: I1

BYT3_14K PROFICIENT IN A FILIPINO LANGUAGE

A Filipino language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	135	.3%	1.9%
No	2	6928	15.6%	98.1%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	382	.8%	(MISS)
LEGITIMATE SKIP	9	37065	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14L

Tape Pos: 303-303
Format: I1

BYT3_14L PROFICIENT IN AN INDOCHINESE LANGUAGE

An Indochinese language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	16	.0%	.2%
No	2	7047	15.8%	99.8%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	382	.8%	(MISS)
LEGITIMATE SKIP	9	37065	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14M

Tape Pos: 304-304
Format: I1

BYT3_14M PROFICIENT IN OTHER LANGUAGE

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	998	2.2%	14.1%
No	2	6082	13.7%	85.9%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	335	.8%	(MISS)
LEGITIMATE SKIP	9	37065	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_14)

Question 3_15

Tape Pos: 305-306
Format: I2

BYT3_15 LANGUAGE MOST PROFICIENT IN

Please answer the following questions about the non-English language in which you are most proficient. (IF YOU KNOW MORE THAN ONE NON-ENGLISH LANGUAGE, ANSWER WITH REGARD TO THE LANGUAGE IN WHICH YOU ARE MOST PROFICIENT. PLEASE WRITE THE NAME OF THAT LANGUAGE ON THE LINE BELOW.)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
French	1	1807	4.1%	35.8%
German	2	1048	2.3%	14.8%
Greek	3	79	.2%	1.1%
Italian	4	98	.2%	1.4%
Polish	5	98	.2%	1.4%
Portuguese	6	30	.1%	.4%
Spanish	7	2863	6.4%	40.8%
Chinese	8	16	.0%	.2%
Japanese	9	80	.1%	.7%
Korean	10	20	.0%	.3%
A Filipino language	11	135	.3%	1.9%
An Indochinese language	12	16	.0%	.2%
Other language	13	801	1.8%	11.4%
RESERVED CODES:				
REFUSAL	97	42	.1%	(MISS)
MISSING	98	359	.8%	(MISS)
LEGITIMATE SKIP	99	37065	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_16

With regard to that language, how well do you do the following? (CIRCLE ALL THAT APPLY)

How well do you. . .

Question 3_16A Tape Pos. 207-207 Format: I1

BYT3_16A HOW WELL TEACHER UNDERSTANDS LANGUAGE

Understand that language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well	1	2559	5.7%	36.3%
Pretty well	2	2230	5.0%	31.6%
Well	3	1738	3.9%	24.7%
Not very well	4	520	1.2%	7.4%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	368	.8%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_16)

How well do you. . .

Question 3_16B Tape Pos. 208-208 Format: I1

BYT3_16B HOW WELL TEACHER SPEAKS LANGUAGE

Speak that language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well	1	1604	3.6%	22.8%
Pretty well	2	2095	4.7%	29.8%
Well	3	1614	3.6%	23.0%
Not very well	4	1717	3.9%	24.4%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	385	.8%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_16)

How well do you. . .

Question 3_16C Tape Pos. 209-209 Format: I1

BYT3_16C HOW WELL TEACHER READS LANGUAGE

Read that language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well	1	2138	4.8%	30.4%
Pretty well	2	2085	4.7%	29.7%
Well	3	1925	4.3%	27.4%
Not very well	4	878	2.0%	12.5%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	389	.9%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_16)

How well do you. . .

Question 3_16D Tape Pos. 210-210 Format: I1

BYT3_16D HOW WELL TEACHER WRITES LANGUAGE

Write that language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well	1	1368	3.1%	19.5%
Pretty well	2	1527	3.4%	21.8%
Well	3	1770	4.0%	25.2%
Not very well	4	2353	5.3%	33.5%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	397	.9%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_16)

Question 3_17

Which of the following statements accurately describe your past experience with the language other than English in which you are most proficient? (CIRCLE ONE EACH)

Question 3_17A Tape Pos. 211-211 Format: I1

BYT3_17A IS NATIVE SPEAKER OF LANGUAGE

I am a native speaker of the language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1618	3.6%	23.0%
No	2	5404	12.1%	77.0%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	393	.9%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17B Tape Pos. 212-212 Format: I1

BYT3_17B LANGUAGE MEDIUM OF ELEM/SEC INSTRUCTION

The language was the medium of instruction for my elementary or secondary education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1224	2.7%	17.5%
No	2	5766	13.0%	82.5%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	425	1.0%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17C Tape Pos: 213-213 Format: I1

BYT3_17C LANGUAGE MEDIUM OF UNIVERSITY INSTRUCTN

The language was the medium of instruction for my university studies

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	976	2.2%	14.0%
No	2	6007	13.5%	86.0%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	432	1.0%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17D Tape Pos: 214-214 Format: I1

BYT3_17D STUDIED LANGUAGE AS A FOREIGN LANGUAGE

I studied the language as a foreign language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	5302	11.9%	75.5%
No	2	1721	3.9%	24.5%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	392	.9%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17E Tape Pos: 215-215 Format: I1

BYT3_17E LEARNED LANGUAGE INFORMALLY

I learned the language informally

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	3292	7.4%	47.5%
No	2	3641	8.2%	52.5%
RESERVED CODES:				
REFUSAL	7	42	.1%	(MISS)
MISSING	8	482	1.1%	(MISS)
LEGITIMATE SKIP	9	37055	83.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_17)

Question 3_18 Tape Pos: 216-216 Format: I1

BYT3_18 EMPLOYMENT STATUS IN SCHOOL SYSTEM

What is your employment status in this school system? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Regular full-time appointment	1	42730	96.0%	96.8%
Regular part-time appointment	2	778	1.7%	1.8%
Substitute teacher	3	428	1.0%	1.0%
Other	4	189	.4%	.4%
RESERVED CODES:				
REFUSAL	7	32	.1%	(MISS)
MISSING	8	375	.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_19 Tape Pos: 217-217 Format: I1

BYT3_19 TIME SPENT ON IN-SERVICE ED IN MAJ SUBJ

During the last 12 months, what is the total amount of time you have spent on in-service education in the subject you teach the majority of the time? (Include attendance at workshops, continuing education programs, etc., but do not include formal courses for which you have received college credit.) (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	6911	15.5%	15.7%
Less than 6 hours	2	13011	29.2%	29.5%
6-15 hours	3	13061	29.3%	29.6%
16-35 hours	4	6591	14.8%	14.9%
More than 35 hours	5	4614	10.1%	10.2%
RESERVED CODES:				
DON'T KNOW	6	6	.0%	(MISS)
REFUSAL	7	49	.1%	(MISS)
MISSING	8	369	.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_20

What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (CIRCLE ALL THAT APP(Y)

Question 3_20A Tape Pos: 218-218 Format: I1

BYT3_20A NO SUPPORT REC'D FOR IN-SERVICE EDUCATN

None

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	17448	39.2%	39.7%
No	2	26546	59.6%	60.3%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	42	.1%	(MISS)
MISSING	8	474	1.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20B Tape Pos: 219-219 Format: I1

BYT3_20B RELEASED TIME FR TEACHING FOR IN-SERV ED

Released time from teaching

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	17980	40.4%	40.9%
No	2	26004	58.4%	59.1%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	42	.1%	(MISS)
MISSING	8	474	1.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20C Tape Pos: 220-220 Format: I1

BYT3_20C TRAVEL/PER DIEM EXPENSES FOR IN-SERV ED

Travel and/or per diem expenses

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	7352	16.5%	16.7%
No	2	36642	82.3%	83.3%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	42	.1%	(MISS)
MISSING	8	474	1.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20D Tape Pos: 221-221 Format: I1

BYT3_20D REC'D STIPEND FOR IN-SERVICE EDUCATION

Stipend(s)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	4072	9.1%	9.3%
No	2	39920	89.7%	90.7%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	42	.1%	(MISS)
MISSING	8	476	1.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20E Tape Pos: 222-222 Format: I1

BYT3_20E PROFFESSNL GROWTH CREDITS FOR IN-SERV ED

Professional growth credits

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	9546	21.4%	21.7%
No	2	34448	77.4%	78.3%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	42	.1%	(MISS)
MISSING	8	474	1.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20F Tape Pos: 223-223 Format: I1

BYT3_20F REC'D OTHER SUPPORT FOR IN-SERVICE ED

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1517	3.4%	3.4%
No	2	42477	95.4%	96.6%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	42	.1%	(MISS)
MISSING	8	474	1.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_20)

Question 3_21 Tape Pos: 224-224 Format: I1

BYT3_21 PROV INSTRUCTION IN 8TH GR GIFTED PROGRM

Do you provide instruction in an eighth grade gifted and talented program at this school? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	6135	13.8%	13.9%
No	2	38049	85.5%	86.1%
RESERVED CODES:				
REFUSAL	7	30	.1%	(MISS)
MISSING	8	298	.7%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_22 Tape Pos: 226-227 Format: I3

BYT3_22 % OF CLASSROOM TIME TEACHING GIFTED

What percentage of your classroom time is spent in teaching students in a gifted and talented program?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	10	.0%	.2%
	1	79	.2%	1.3%
	4	26	.1%	.4%
	5	257	.8%	4.3%
	6	36	.1%	.6%
	8	10	.0%	.2%
	10	502	1.1%	8.3%
	11	14	.0%	.2%
	12	41	.1%	.7%
	13	64	.1%	1.1%
	14	157	.4%	2.6%
	15	122	.3%	2.0%
	16	196	.4%	3.3%
	17	279	.6%	4.6%
	18	20	.0%	.3%
	20	1719	3.9%	28.5%
	25	322	.7%	5.3%
	27	6	.0%	.1%
	28	20	.0%	.3%
	30	152	.3%	2.5%
	33	296	.7%	4.9%
	34	22	.0%	.4%
	40	426	1.0%	7.1%
	43	1	.0%	.0%
	45	3	.0%	.0%
	50	457	1.0%	7.6%
	55	2	.0%	.0%
	60	116	.3%	1.9%
	65	9	.0%	.1%
	66	25	.1%	.4%
	67	31	.1%	.5%
	70	23	.1%	.4%
	71	5	.0%	.1%
	75	74	.2%	1.2%
	80	166	.4%	2.8%
	83	1	.0%	.0%
	85	24	.1%	.4%
	90	24	.1%	.4%
	97	4	.0%	.1%
	100	294	.7%	4.9%
RESERVED CODES:				
DON'T KNOW	996	15	.0%	(MISS)
REFUSAL	997	30	.1%	(MISS)
MISSING	998	395	.9%	(MISS)
LEGITIMATE SKIP	999	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_23

Do you have special training in teaching gifted and talented children? (CIRCLE ALL THAT APPLY)

Question 3_23A Tape Pos: 228-228 Format: I1

BYT3_23A HAS IN-SERVICE TRAINING TEACHING GIFTED

Yes, in-service training

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	3192	7.2%	52.4%
No	2	2905	6.5%	47.6%
RESERVED CODES:				
REFUSAL	7	30	.1%	(MISS)
MISSING	8	336	.8%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23B Tape Pos: 229-229 Format: I1

BYT3_23B HAS UNDERGRAD CREDIT TRAINING GIFTED

Yes, undergraduate course credit

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	883	1.8%	11.2%
No	2	5414	12.2%	88.8%
RESERVED CODES:				
REFUSAL	7	30	.1%	(MISS)
MISSING	8	336	.8%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23C Tape Pos: 230-230 Format: I1

BYT3_23C HAS GRADUATE CREDIT TRAINING GIFTED

Yes, graduate course credit

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1188	2.7%	19.5%
No	2	4908	11.0%	80.5%
RESERVED CODES:				
REFUSAL	7	30	.1%	(MISS)
MISSING	8	336	.8%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23D Tape Pos: 231-231 Format: I1

BYT3_23D HAS CONTINUING ED CREDIT TRAINING GIFTED

Yes, continuing education credit

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	858	1.9%	14.1%
No	2	5239	11.8%	85.9%
RESERVED CODES:				
REFUSAL	7	30	.1%	(MISS)
MISSING	8	336	.8%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23E Tape Pos: 232-232 Format: I1

BYT3_23E NO SPECIAL TRAINING TEACHING GIFTED

No

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2021	4.5%	33.1%
No	2	4076	9.2%	66.9%
RESERVED CODES:				
REFUSAL	7	30	.1%	(MISS)
MISSING	8	336	.8%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_23)

Question 3_24 Tape Pos: 233-233 Format: I1

BYT3_24 HAS SPECIAL CERTIFICATN TEACHING GIFTED

Do you have special certification in teaching gifted and talented children? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes, provisional or temporary	1	135	.3%	2.2%
Yes, permanent or long-term	2	279	.6%	4.6%
No	3	5684	12.7%	93.2%
RESERVED CODES:				
REFUSAL	7	30	.1%	(MISS)
MISSING	8	355	.8%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_25

For the gifted and talented program in which you teach, how satisfied are you with the following: (CIRCLE ONE EACH)

Question 3_25A Tape Pos: 234-234 Format: I1

BYT3_25A HOW SATISFIED W/ FINANCIAL RESOURCES

The financial resources available for this special program

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	420	.9%	7.1%
Satisfied	2	3348	7.5%	56.8%
Dissatisfied	3	1540	3.5%	26.1%
Extremely dissatisfied	4	587	1.3%	10.0%
RESERVED CODES:				
DON'T KNOW	6	31	.1%	(MISS)
REFUSAL	7	83	.1%	(MISS)
MISSING	8	474	1.1%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_25)

Question 3_25B Tape Pos: 235-235 Format: I1

BYT3_25B HOW SATISFIED W/ CONTENT OR CURRICULUM

The content or curriculum of the gifted/talented program

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	867	1.9%	14.8%
Satisfied	2	3882	8.2%	61.7%
Dissatisfied	3	1173	2.6%	18.6%
Extremely dissatisfied	4	236	.5%	4.0%
RESERVED CODES:				
DON'T KNOW	6	36	.1%	(MISS)
REFUSAL	7	40	.1%	(MISS)
MISSING	8	449	1.0%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_25)

Question 3_25C Tape Pos: 236-236 Format: I1

BYT3_25C HOW SATISFIED W/ TIME AVAIL FOR PLANNING

The amount of time available for planning and preparation of gifted/talented instruction

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	232	.5%	3.9%
Satisfied	2	2564	5.8%	43.4%
Dissatisfied	3	2326	5.2%	39.3%
Extremely dissatisfied	4	791	1.8%	13.4%
RESERVED CODES:				
DON'T KNOW	6	45	.1%	(MISS)
REFUSAL	7	40	.1%	(MISS)
MISSING	8	455	1.0%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_25)

Question 3_25D Tape Pos: 237-237 Format: I1

BYT3_25D HOW SATISFIED W/ STUDENT PROGRESS

Student progress under the program

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	813	1.8%	13.7%
Satisfied	2	3921	8.8%	66.3%
Dissatisfied	3	983	2.2%	16.6%
Extremely dissatisfied	4	188	.4%	3.2%
RESERVED CODES:				
DON'T KNOW	6	30	.1%	(MISS)
REFUSAL	7	40	.1%	(MISS)
MISSING	8	478	1.1%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_25)

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Question 3_25E — Tape Pos: 238-238, Format: I1

BYT3_25E HOW SATISFIED W/ SELECTION PROCEDURES

The selection procedures for the gifted/talented program

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	432	1.0%	7.3%
Satisfied	2	2985	6.7%	50.4%
Dissatisfied	3	1882	4.2%	31.8%
Extremely dissatisfied	4	624	1.4%	10.5%
RESERVED CODES:				
DON'T KNOW	6	23	.1%	(MISS)
REFUSAL	7	40	.1%	(MISS)
MISSING	8	477	1.1%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_25)

Question 3_25F — Tape Pos: 239-239, Format: I1

BYT3_25F HOW SATISFIED W/ TIME FOR TEACHING CLASS

The amount of time allocated to teaching gifted classes

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	477	1.1%	8.0%
Satisfied	2	3604	8.1%	60.8%
Dissatisfied	3	1470	3.3%	24.8%
Extremely dissatisfied	4	381	.9%	6.4%
RESERVED CODES:				
DON'T KNOW	6	21	.0%	(MISS)
REFUSAL	7	47	.1%	(MISS)
MISSING	8	463	1.0%	(MISS)
LEGITIMATE SKIP	9	38049	85.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_25)

Question 3_26

Indicate the degree to which each of the following matters is a problem in your school. (CIRCLE ONE EACH)

Question 3_26A — Tape Pos: 240-240, Format: I1

BYT3_26A DEGREE STUDENT TARDINESS IS PROBLEM

Student tardiness

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	3940	8.9%	8.9%
Moderate	2	11155	25.1%	25.3%
Minor	3	18799	42.2%	42.7%
Not a problem	4	10154	22.8%	23.1%
RESERVED CODES:				
DON'T KNOW	6	22	.0%	(MISS)
REFUSAL	7	45	.1%	(MISS)
MISSING	8	397	.9%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26B — Tape Pos: 241-241, Format: I1

BYT3_26B DEGREE STUDENT ABSENTEEISM IS PROBLEM

Student absenteeism

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	4760	10.7%	10.8%
Moderate	2	13269	29.8%	30.2%
Minor	3	18596	41.8%	42.3%
Not a problem	4	7369	16.6%	16.8%
RESERVED CODES:				
DON'T KNOW	6	26	.1%	(MISS)
REFUSAL	7	45	.1%	(MISS)
MISSING	8	447	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26C — Tape Pos: 242-242, Format: I1

BYT3_26C DEGREE STUDENT CLASS CUTTING IS PROBLEM

Student class cutting

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	1330	3.0%	3.0%
Moderate	2	4358	9.8%	9.9%
Minor	3	15951	35.8%	36.3%
Not a problem	4	22266	50.0%	50.7%
RESERVED CODES:				
DON'T KNOW	6	42	.1%	(MISS)
REFUSAL	7	45	.1%	(MISS)
MISSING	8	520	1.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26D — Tape Pos: 243-243, Format: I1

BYT3_26D DEGREE PHYSICAL CONFLICTS ARE A PROBLEM

Physical conflicts among students

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	2056	4.6%	4.7%
Moderate	2	7722	17.3%	17.6%
Minor	3	21489	48.3%	48.9%
Not a problem	4	12699	28.5%	28.9%
RESERVED CODES:				
DON'T KNOW	6	37	.1%	(MISS)
REFUSAL	7	59	.1%	(MISS)
MISSING	8	450	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26E — Tape Pos: 344-344 Format: I1

BYT3_26E DEGREE ROBBERY IS A PROBLEM

Robbery or theft

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	945	2.1%	2.1%
Moderate	2	5219	11.7%	11.9%
Minor	3	21439	48.2%	48.8%
Not a problem	4	16351	36.7%	37.2%
RESERVED CODES:				
DON'T KNOW	6	37	.1%	(MISS)
REFUSAL	7	54	.1%	(MISS)
MISSING	8	467	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26F — Tape Pos: 345-345 Format: I1

BYT3_26F DEGREE VANDALISM OF SCH PROPERTY IS PROB

Vandalism of school property

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	2182	4.9%	5.0%
Moderate	2	6529	14.7%	14.8%
Minor	3	21845	49.1%	49.7%
Not a problem	4	13424	30.2%	30.5%
RESERVED CODES:				
DON'T KNOW	6	41	.1%	(MISS)
REFUSAL	7	54	.1%	(MISS)
MISSING	8	437	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26G — Tape Pos: 346-346 Format: I1

BYT3_26G DEGREE STUDENT ALCOHOL USE IS A PROBLEM

Student use of alcohol

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	1589	3.6%	3.6%
Moderate	2	6676	15.0%	15.2%
Minor	3	18851	42.4%	43.1%
Not a problem	4	16653	37.4%	38.1%
RESERVED CODES:				
DON'T KNOW	6	145	.3%	(MISS)
REFUSAL	7	55	.1%	(MISS)
MISSING	8	533	1.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26H — Tape Pos: 347-347 Format: I1

BYT3_26H DEGREE STUDENT DRUG USE IS A PROBLEM

Student use of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	1295	2.9%	3.0%
Moderate	2	6673	15.0%	15.3%
Minor	3	20104	45.2%	46.0%
Not a problem	4	15693	35.0%	35.7%
RESERVED CODES:				
DON'T KNOW	6	181	.4%	(MISS)
REFUSAL	7	55	.1%	(MISS)
MISSING	8	613	1.4%	(MISS)
TOTALS:		44513	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26I — Tape Pos: 348-348 Format: I1

BYT3_26I DEGREE STUDENT WEAPONS ARE A PROBLEM

Student possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	473	1.1%	1.1%
Moderate	2	1415	3.2%	3.2%
Minor	3	11133	25.0%	25.4%
Not a problem	4	30804	69.2%	70.3%
RESERVED CODES:				
DON'T KNOW	6	122	.3%	(MISS)
REFUSAL	7	55	.1%	(MISS)
MISSING	8	510	1.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26J — Tape Pos: 349-349 Format: I1

BYT3_26J DEGREE PHYS ABUSE OF TEACHERS IS PROBLEM

Physical abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	378	.8%	.9%
Moderate	2	716	1.6%	1.6%
Minor	3	6543	14.7%	14.9%
Not a problem	4	36317	81.6%	82.6%
RESERVED CODES:				
DON'T KNOW	6	42	.1%	(MISS)
REFUSAL	7	55	.1%	(MISS)
MISSING	8	462	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_26K Tape Pos: 380-380 Format: I1

BYT3_26K DEGREE VERBL ABUSE OF TEACHRS IS PROBLEM

Verbal abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	3009	6.8%	6.8%
Moderate	2	6738	15.1%	15.3%
Minor	3	18911	42.5%	43.0%
Not a problem	4	15332	34.4%	34.9%
RESERVED CODES:				
DON'T KNOW	6	48	.1%	(MISS)
REFUSAL	7	45	.1%	(MISS)
MISSING	8	431	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_26)

Question 3_27 Tape Pos: 381-381 Format: I1

BYT3_27 ANY OTHER PAYING JOB FULL OR PART-TIME

In addition to your duties at this school, do you hold another paying job that is either full or part-time? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes, summer only	1	8167	18.3%	18.6%
Yes, school year only	2	1278	2.9%	2.9%
Yes, during the entire year	3	6520	14.6%	14.8%
No	4	28016	62.9%	63.7%
RESERVED CODES:				
REFUSAL	7	38	.1%	(MISS)
MISSING	8	493	1.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_28 Tape Pos: 382-383 Format: I2

BYT3_28 DAYS ABSENT DURING FIRST SEMESTR THIS YR

How many days of teaching were you absent, for any reason, during the first semester of the current school year? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
No days absent	1	10626	23.9%	24.1%
1-2 days absent	2	18683	42.4%	42.8%
3-4 days absent	3	9229	20.7%	21.0%
5-7 days absent	4	3204	7.2%	7.3%
8-11 days absent	5	1015	2.3%	2.3%
12 or more days absent	6	1081	2.4%	2.4%
RESERVED CODES:				
DON'T KNOW	96	41	.1%	(MISS)
REFUSAL	97	50	.1%	(MISS)
MISSING	98	413	.9%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_29 Tape Pos: 384-384 Format: I1

BYT3_29 HOW OFTEN SUPERVISOR OBSERVED TEACHING

How often did someone with supervisory responsibility, from your school or district, formally observe your teaching during the first semester of the current school year? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
At least once a week	1	594	1.3%	1.3%
At least once a month	2	2810	6.5%	6.6%
Several times	3	16512	37.1%	37.5%
Hardly ever or never	4	24024	54.0%	54.6%
RESERVED CODES:				
DON'T KNOW	6	20	.0%	(MISS)
REFUSAL	7	39	.1%	(MISS)
MISSING	8	413	.9%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_30

For the most recent full week, please indicate about how much time you spent OUTSIDE your regular school hours on each of the following school-related activities: (CIRCLE ONE EACH)

Question 3_30A Tape Pos: 385-386 Format: I2

BYT3_30A TIME OUTSIDE SCHL HRS PLANNING/PREPARING

Planning and preparing for teaching

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	1163	2.6%	2.6%
Less than one hour	2	3281	7.4%	7.5%
One hour	3	7160	16.1%	16.3%
Two hours	4	10676	24.4%	24.7%
Three hours	5	7585	17.0%	17.2%
Four hours	6	3923	8.8%	8.9%
Five hours	7	3882	8.7%	8.8%
Six or more hours	8	6124	13.8%	13.9%
RESERVED CODES:				
DON'T KNOW	96	5	.0%	(MISS)
REFUSAL	97	47	.1%	(MISS)
MISSING	98	466	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30B Tape Pos: 357-358 Format: I2

BYT3_30B TIME OUTSIDE SCHL HRS CORRECTING PAPERS

Correcting papers

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	1489	3.4%	3.4%
Less than one hour	2	3037	6.8%	6.9%
One hour	3	5753	12.9%	13.1%
Two hours	4	11016	24.8%	25.0%
Three hours	5	8224	18.5%	18.7%
Four hours	6	4731	10.6%	10.8%
Five hours	7	3379	7.6%	7.7%
Six or more hours	8	6364	14.3%	14.5%
RESERVED CODES:				
DON'T KNOW	96	7	.0%	(MISS)
REFUSAL	97	48	.1%	(MISS)
MISSING	98	453	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30E Tape Pos: 383-384 Format: I2

BYT3_30E TIME OUTSIDE SCHL HRS COORDNTNG CURICULM

Coordinating a curriculum area or department

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	27586	62.0%	62.9%
Less than one hour	2	8786	19.7%	20.0%
One hour	3	3921	8.8%	8.9%
Two hours	4	1910	4.3%	4.4%
Three hours	5	661	1.5%	1.5%
Four hours	6	324	.7%	.7%
Five hours	7	231	.5%	.5%
Six or more hours	8	472	1.1%	1.1%
RESERVED CODES:				
DON'T KNOW	96	6	.0%	(MISS)
REFUSAL	97	48	.1%	(MISS)
MISSING	98	567	1.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30C Tape Pos: 359-360 Format: I2

BYT3_30C TIME OUTSIDE SCHL HRS OTHER RECORDKEEPNG

Other recordkeeping/paperwork

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	3094	7.0%	7.0%
Less than one hour	2	11649	26.2%	26.5%
One hour	3	13102	29.4%	29.8%
Two hours	4	8257	18.6%	18.8%
Three hours	5	3363	7.6%	7.7%
Four hours	6	1826	4.1%	4.2%
Five hours	7	1002	2.3%	2.3%
Six or more hours	8	1636	3.7%	3.7%
RESERVED CODES:				
DON'T KNOW	96	7	.0%	(MISS)
REFUSAL	97	48	.1%	(MISS)
MISSING	98	529	1.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30F Tape Pos: 385-386 Format: I2

BYT3_30F TIME OUTSIDE SCHL HRS SUPERVISNG STUDNTS

Supervising students (halls, field trips, playground)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	12006	27.0%	27.3%
Less than one hour	2	11181	25.1%	25.4%
One hour	3	7990	18.0%	18.2%
Two hours	4	4747	10.7%	10.8%
Three hours	5	2495	5.6%	5.7%
Four hours	6	1406	3.2%	3.2%
Five hours	7	1602	3.6%	3.6%
Six or more hours	8	2523	5.7%	5.7%
RESERVED CODES:				
DON'T KNOW	96	2	.0%	(MISS)
REFUSAL	97	48	.1%	(MISS)
MISSING	98	512	1.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30D Tape Pos: 361-362 Format: I2

BYT3_30D TIME OUTSIDE SCHL HRS MEETNG OTHER TCHRS

Meeting with other teachers on lesson planning, curriculum development, guidance

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	15043	33.8%	34.2%
Less than one hour	2	14200	31.9%	32.3%
One hour	3	7687	17.3%	17.5%
Two hours	4	4386	9.9%	10.0%
Three hours	5	1324	3.0%	3.0%
Four hours	6	596	1.3%	1.4%
Five hours	7	348	.8%	.8%
Six or more hours	8	411	.9%	.9%
RESERVED CODES:				
DON'T KNOW	96	2	.0%	(MISS)
REFUSAL	97	48	.1%	(MISS)
MISSING	98	467	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30G Tape Pos: 387-388 Format: I2

BYT3_30G TIME OUTSIDE SCHL HRS COACHING/ADVISING

Coaching or advising extracurricular activities

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	25863	57.7%	58.5%
Less than one hour	2	3389	7.5%	7.7%
One hour	3	3229	7.3%	7.4%
Two hours	4	2228	5.0%	5.1%
Three hours	5	1638	3.7%	3.7%
Four hours	6	1135	2.5%	2.6%
Five hours	7	980	2.2%	2.2%
Six or more hours	8	5678	12.8%	12.9%
RESERVED CODES:				
DON'T KNOW	96	2	.0%	(MISS)
REFUSAL	97	48	.1%	(MISS)
MISSING	98	572	1.3%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30H Tape Pos: 269-270 Format: I2

BYT3_30H TIME OUTSD SCH HRS COMMUNICTNG W/PARENTS

Communicating with parents

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	6041	13.6%	13.7%
Less than one hour	2	22990	50.6%	61.1%
One hour	3	9910	22.3%	22.8%
Two hours	4	3478	7.8%	7.8%
Three hours	5	1091	2.5%	2.5%
Four hours	6	449	1.0%	1.0%
Five hours	7	191	.4%	.4%
Six or more hours	8	356	.8%	.8%
RESERVED CODES:				
DON'T KNOW	96	3	.0%	(MISS)
REFUSAL	97	47	.1%	(MISS)
MISSING	98	459	1.0%	(MISS)
TOTALS:		44512	100.0%	100.0%

(Refer to Question 3_30)

Question 3_31 Tape Pos: 271-272 Format: I2

BYT3_31 NO. OF PARENTS TALKED TO RE STUDENT PERF

Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	109	.2%	.2%
1-4 students' parents	2	1873	4.2%	4.2%
5-9 students' parents	3	4822	10.8%	10.9%
10-19 students' parents	4	9869	22.2%	22.4%
20-29 students' parents	5	8870	19.9%	20.1%
30-39 students' parents	6	6506	14.6%	14.7%
40-49 students' parents	7	5348	12.0%	12.1%
50 or more students' parents	8	6754	15.2%	15.3%
RESERVED CODES:				
DON'T KNOW	96	0	.0%	(MISS)
REFUSAL	97	38	.1%	(MISS)
MISSING	98	316	.7%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_32 Tape Pos: 273-274 Format: I2

BYT3_32 % OF STUDENTS USING MICROCOMPUTERS

What proportion of your students use a microcomputer on a regular basis for instructional purposes related to the material you cover in your classes? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	28388	63.8%	64.4%
Fewer than 10%	2	8887	20.0%	20.2%
10-25%	3	2687	6.0%	6.1%
26-50%	4	1364	3.0%	3.1%
51-75%	5	395	.9%	.9%
76-90%	6	277	.6%	.6%
More than 90%	7	2066	4.6%	4.7%
RESERVED CODES:				
DON'T KNOW	96	42	.1%	(MISS)
REFUSAL	97	39	.1%	(MISS)
MISSING	98	367	.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question 3_33 Tape Pos: 275-275 Format: I1

BYT3_33 USE OF COMPUTERS REL TO REG INSTRUCTION

Which of the following best describes how you make instructional use of microcomputers with these students relative to the regular instruction in your classes? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Totally for enrichment purposes	1	6889	15.5%	45.6%
Mainly for enrichment purposes; a little for remedial purposes	2	3445	7.7%	22.8%
About equally split between enrichment and remedial purposes	3	3338	7.5%	22.1%
Mainly for remedial purposes	4	1173	2.6%	7.8%
Totally for remedial purposes	5	275	.6%	1.8%
RESERVED CODES:				
DON'T KNOW	6	66	.1%	(MISS)
REFUSAL	7	39	.1%	(MISS)
MISSING	8	899	2.0%	(MISS)
LEGITIMATE SKIP	9	28368	63.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

Question GSTYPE Tape Pos: 276-276 Format: I1

GSTYPE GRADE SPAN OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
P or K or 1 through 8	1	6780	15.2%	15.7%
P or K or 1 through 12	2	2680	6.0%	6.2%
6 or 7 or 8 through 12	3	4598	10.3%	10.7%
3 or 4 or 5 through 8	4	2694	6.1%	6.3%
6 through 8	5	11033	24.8%	25.6%
7 through 8	6	8304	18.7%	19.3%
7 through 9/8 through 9	7	7035	15.8%	16.3%
RESERVED CODES:				
MISSING	8	1408	3.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSCTRL Tape Pos: 277-277 Format: I1

GSCTRL SCHOOL CONTROL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Public school	1	35484	79.7%	79.7%
Catholic school	2	4343	9.8%	9.8%
Private, Other Religious Affiliation	3	1974	4.4%	4.4%
Private, No Religious Affiliation	4	2731	6.1%	6.1%
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYSCSMRL — Tape Pos: 278-278, Format: I1

BYSCSMRL TOTAL SCHOOL ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1-199 students	1	2084	4.6%	4.6%
200-399	2	8967	20.1%	20.1%
400-599	3	11134	25.0%	25.0%
600-799	4	9483	21.3%	21.3%
800-999	5	5937	13.3%	13.3%
1000-1199	6	3446	7.7%	7.7%
1200+	7	3461	7.8%	7.8%
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSENROL — Tape Pos: 279-279, Format: I1

GSENROL 8TH GRADE ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1-49 students	1	8234	18.5%	18.5%
50-99	2	6695	15.0%	15.0%
100-199	3	9366	21.0%	21.0%
200-299	4	8995	20.2%	20.2%
300-399	5	6135	13.8%	13.8%
400+	6	5087	11.4%	11.4%
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSURBAN — Tape Pos: 280-280, Format: I1

GSURBAN COMPOSITE URBANICITY OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Urban	1	13331	29.9%	29.9%
Suburban	2	18497	41.6%	41.6%
Rural	3	12684	28.5%	28.5%
TOTALS:		44512	100.0%	100.0%

Question GSREGON — Tape Pos: 281-281, Format: I1

GSREGON COMPOSITE GEOGRAPHIC REGION OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Northeast - New England and Middle Atlantic states	1	8255	18.5%	18.6%
North Central - East North Central and West North Central states	2	11439	25.7%	25.7%
South - South Atlantic, East South Central, and West South Central states	3	16081	36.1%	36.2%
West - Mountain and Pacific states	4	8690	19.5%	19.5%
RESERVED CODES:				
MISSING	8	47	.1%	(MISS)
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSMINOR — Tape Pos: 282-282, Format: I1

GSMINOR PERCENT MINORITY IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	0	5456	12.3%	12.8%
1-5%	1	9686	21.8%	22.2%
6-10%	2	4947	11.1%	11.3%
11-20%	3	5996	13.5%	13.7%
21-40%	4	6681	15.0%	15.3%
41-60%	5	3998	9.0%	9.1%
61-90%	6	3866	8.7%	8.8%
91-100%	7	3073	6.9%	7.0%
RESERVED CODES:				
MISSING	8	809	1.8%	(MISS)
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSLUNCH — Tape Pos: 283-283, Format: I1

GSLUNCH PERCENT RECEIVING FREE LUNCH IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	0	7779	17.5%	17.7%
1-5%	1	5506	12.4%	12.5%
6-10%	2	4383	9.8%	10.0%
11-20%	3	6947	15.6%	15.8%
21-30%	4	6145	13.8%	14.0%
31-60%	5	7102	16.0%	16.1%
61-75%	6	4110	9.2%	9.3%
76-100%	7	2027	4.6%	4.6%
RESERVED CODES:				
MISSING	8	513	1.2%	(MISS)
TOTALS:		44512	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Appendix H

SAS Cards to Create a Teacher Level Subset

```
*        NELS 88: BASE YEAR TEACHER QUESTIONNAIRE   (TEACHER LEVEL);

OPTIONS DQUOTE;

PROC FORMAT;
 VALUE FBYT1_1V
         1 = "YES,INFO FR TEACHER"
         3 = "YES,INFO FR COOR/STU"
         6 = "DON'T KNOW"
         7 = "REFUSAL"
         8 = "MISSING"
         9 = "LEGITIMATE SKIP"
             .
             .
             .

   G8URBAN  2
   G8REGON  2
   G8MINOR  2
   G8LUNCH  2
   ;

TEACH_ID=SCH_ID*(10**2)+TEACH;

PROC SORT DATA=TEQDATA;BY TEACH_ID;

DATA TEACHER;
  SET TEQDATA;
    BY TEACH_ID;

IF FIRST.TEACH_ID;

FORMAT
   STU_ID F00017V.
   SCH_ID F00015V.
 SSTRATID F00012V.
  SUBJECT $SUBJECT.
             .
             .
             .

  G8REGON FG8REGON.
  G8MINOR FG8MINOR.
  G8LUNCH FG8LUNCH.
   ;

PROC FREQ;
TABLES TEACH BYT3_1--G8LUNCH;
TITLE 'NELS:88 TEACHER QUESTIONNAIRE (TEACHER LEVEL)';
```

Appendix I

SAS Cards to Create a Course Level Subset

```
*        NELS 88: BASE YEAR TEACHER QUESTIONNAIRE   (CLASS LEVEL);

OPTIONS DQUOTE;

PROC FORMAT;
 VALUE FBYT1_1V
         1 = "YES,INFO FR TEACHER"
         3 = "YES,INFO FR COOR/STU"
         6 = "DON'T KNOW"
         7 = "REFUSAL"
         8 = "MISSING"
         9 = "LEGITIMATE SKIP"
             .
             .
             .

   G8URBAN  2
   G8REGON  2
   G8MINOR  2
   G8LUNCH  2
   ;

CLASS_ID=(SCH_ID*(10**4)+TEACH*(10**2)+CLASS)||SUBJECT;

PROC SORT DATA=TEQDATA;BY CLASS_ID;

DATA CLASSLVL;
  SET TEQDATA;
      BY CLASS_ID;

IF FIRST.CLASS_ID;

FORMAT
   STU_ID F00017V.
   SCH_ID F00015V.
 SSTRATID F00012V.
  SUBJECT $SUBJECT.
             .
             .
             .

  G8REGON FG8REGON.
  G8MINOR FG8MINOR.
  G8LUNCH FG8LUNCH.
   ;

PROC FREQ;
TABLES SUBJECT TEACH CLASS BYT2_2--G8LUNCH;
TITLE 'NELS:88 TEACHER QUESTIONNAIRE (CLASS LEVEL)';
```

Appendix J

SPSS-X Cards to Create a Teacher Level Subset

```
COMMENT NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)
UNNUMBERED

DATA LIST          FILE=DATA,   NOTABLE,   RECORD=1

   /1
   STU_ID       1-7
   SCH_ID       1-5
 SSTRATID       1-2
  SUBJECT       8-8       (A)
              .
              .
              .

   G8CTRL (6 THRU 9)
 BYSCENRL (8)
  G8ENROL (8)
  G8URBAN (6 THRU 9)
  G8REGON (6 THRU 9)
  G8MINOR (8)
  G8LUNCH (8)
  SUBJECT SUBJECT2 ("8","9")

COMPUTE TEACH_ID=(SCH_ID*(10**2))+TEACH
SORT CASES TEACH_ID
IF TEACH_ID NE LAG(TEACH_ID,1) CNTTEACH=0
COMPUTE CNTTEACH=CNTTEACH+1
LEAVE CNTTEACH
SELECT IF (CNTTEACH=1)
FILE LABEL NELS 88: BASE YEAR TEACHER QUESTIONNAIRE(TEACHER LEVEL)
PROCEDURE   OUTPUT   OUTFILE=FREQS
FREQUENCIES VARIABLES=TEACH TO G8LUNCH /
               FORMAT=WRITE   DOUBLE   NEWPAGE /
               STATISTICS=NONE
FINISH
```

Appendix K

SPSS-X Cards to Create a Course Level Subset

```
COMMENT NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)
UNNUMBERED

DATA LIST          FILE=DATA,   NOTABLE,   RECORD=1

   /1
    STU_ID       1-7
    SCH_ID       1-5
 SSTRATID        1-2
  SUBJECT        8-8       (A)
              .
              .
              .

   G8CTRL (6 THRU 9)
 BYSCENRL (8)
  G8ENROL (8)
  G8URBAN (6 THRU 9)
  G8REGON (6 THRU 9)
  G8MINOR (8)
  G8LUNCH (8)
  SUBJECT SUBJECT2 ("8","9")

STRING  CLASS_ID (A10)
COMPUTE CLASS_ID=CONCAT(
          LPAD(LTRIM(STRING(SCH_ID,F5)),5,'0'),
          LPAD(LTRIM(STRING(TEACH,F2)),2,'0'),
          LPAD(LTRIM(STRING(CLASS,F2)),2,'0'),
          SUBJECT)
SORT CASES CLASS_ID
IF CLASS_ID NE LAG(CLASS_ID,1) CNTCLASS=0
COMPUTE CNTCLASS=CNTCLASS+1
LEAVE CNTCLASS
SELECT IF (CNTCLASS=1)

FILE LABEL NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)
PROCEDURE   OUTPUT   OUTFILE=FREQS
FREQUENCIES VARIABLES=SUBJECT TO G8LUNCH /
               FORMAT=WRITE   DOUBLE   NEWPAGE /
               STATISTICS=NONE
FINISH
```

Appendix L

Teacher Level Subset Codebook

Question STU_ID — Tape Pos.: 1-7, Format: I7

STU_ID = STUDENT PUBLIC RELEASE ID

Question SCH_ID — Tape Pos.: 1-5, Format: I5

SCH_ID = SCHOOL PUBLIC RELEASE ID

Question SSTRATID — Tape Pos.: 1-2, Format: I2

SSTRATID = SUPERSTRATUM PUBLIC RELEASE ID

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question SUBJECT — Tape Pos.: 8-8, Format: A1

SUBJECT = SUBJECT CODE

Question TEACH — Tape Pos.: 9-10, Format: I2

TEACH TEACHER NUMBER

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	1	971	18.7%	18.7%
	2	924	17.8%	17.8%
	3	713	13.7%	13.7%
	4	617	11.9%	11.9%
	5	517	10.0%	10.0%
	6	423	8.1%	8.1%
	7	326	6.3%	6.3%
	8	239	4.6%	4.6%
	9	160	3.1%	3.1%
	10	109	2.1%	2.1%
	11	69	1.3%	1.3%
	12	48	.9%	.9%
	13	30	.6%	.6%
	14	24	.5%	.5%
	15	10	.2%	.2%
	16	7	.1%	.1%
	17	3	.1%	.1%
	18	2	.0%	.0%
	19	1	.0%	.0%
TOTALS:		5193	100.0%	100.0%

Question CLASS — Tape Pos.: 11-12, Format: I2

CLASS = CLASS NUMBER

PART III. TEACHER BACKGROUND AND ACTIVITIES

Question 3_1 — Tape Pos.: 140-140, Format: I1

BYT3_1 SEX OF TEACHER

What is your sex? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Male	1	2211	42.6%	42.6%
Female	2	2982	57.4%	57.4%
TOTALS:		5193	100.0%	100.0%

Question 3_2 — Tape Pos.: 141-141, Format: I1

BYT3_2 RACE OF TEACHER

Which best describes you? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Other	1	78	1.5%	1.5%
Hispanic, regardless of race	2	149	2.9%	2.9%
Black, not of Hispanic Origin	3	452	8.7%	8.9%
White, not of Hispanic Origin	4	4421	85.1%	86.7%
RESERVED CODES:				
DON'T KNOW	6	3	.1%	(MISS)
REFUSAL	7	50	1.0%	(MISS)
MISSING	8	40	.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_3

What is the date of your birth?

NOTE: The month (3_3M and day (3_3D) variables were suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)

Question 3_3Y — Tape Pos: 143-143, Format: I2

BYT3_3Y TEACHER'S BIRTH YEAR

Year

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1925 and before	1	74	1.4%	1.5%
1926 - 1930	2	212	4.1%	4.2%
1931 - 1935	3	395	7.6%	7.8%
1936 - 1940	4	532	10.2%	10.6%
1941 - 1945	5	907	17.5%	18.0%
1946 - 1950	6	1225	23.6%	24.3%
1951 - 1955	7	824	15.9%	16.4%
1956 - 1960	8	525	10.1%	10.4%
1961 on after	9	344	6.6%	6.8%
RESERVED CODES:				
REFUSAL	97	68	1.3%	(MISS)
MISSING	98	87	1.7%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_3)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_4 — Tape Pos: 144-145, Format: I2

BYT3_4 YEARS TAUGHT ELEMENTARY/SECONDARY LEVEL

Counting this year, how many years in total have you taught at either the elementary or secondary level?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1 - 3 years	1	593	11.4%	11.5%
4 - 6 years	2	508	9.8%	9.9%
7 - 9 years	3	505	9.7%	9.8%
10 - 12 years	4	624	12.0%	12.1%
13 - 15 years	5	626	12.1%	12.2%
16 - 18 years	6	689	13.3%	13.4%
19 - 21 years	7	550	10.6%	10.7%
22 - 24 years	8	363	7.0%	7.1%
25 or more years	9	690	13.3%	13.4%
RESERVED CODES:				
REFUSAL	97	8	.2%	(MISS)
MISSING	98	37	.7%	(MISS)
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_5 — Tape Pos: 146-147, Format: I2

BYT3_5 YEARS TAUGHT IN CURRENT SCHOOL

Counting this year, how many years in total have you taught in this school?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1 year	1	679	13.1%	13.2%
2 years	2	480	9.2%	9.3%
3 years	3	444	8.6%	8.6%
4 years	4	369	7.1%	7.2%
5 years	5	309	6.0%	6.0%
6 - 7 years	6	484	9.3%	9.4%
8 - 9 years	7	447	8.6%	8.7%
10 - 11 years	8	359	6.9%	7.0%
12 - 13 years	9	260	5.0%	5.0%
14 - 15 years	10	281	5.4%	5.5%
16 - 17 years	11	267	5.1%	5.2%
18 - 19 years	12	266	5.1%	5.2%
20 or more years	13	506	9.8%	9.9%
RESERVED CODES:				
REFUSAL	97	9	.2%	(MISS)
MISSING	98	31	.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_6 — Tape Pos: 148-148, Format: I1

BYT3_6 TYPE OF TEACHER CERTIFICATION HELD

What type of teaching certification do you hold from the state where you teach? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Regular or standard certification	1	4622	89.0%	89.7%
Probationary certification	2	101	1.9%	2.0%
Temporary, provisional, or emergency certificate	3	233	4.5%	4.5%
I am not certified	4	199	3.8%	3.9%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	29	.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_7

In each of the following subjects, please indicate whether or not you hold a certificate from the state where you teach. (CIRCLE ONE EACH)

Question 3_7A Tape Pos: 149-149 Format: I1

BYT3_7A CERTIFICATE IN MATHEMATICS HELD

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1805	29.0%	31.6%
No	2	3373	65.0%	68.4%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	13	.3%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	199	3.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_7)

Question 3_7B Tape Pos: 150-150 Format: I1

BYT3_7B CERTIFICATE IN SCIENCE HELD

Science

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1805	29.0%	30.5%
No	2	3422	65.9%	69.5%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	13	.3%	(MISS)
MISSING	8	53	1.0%	(MISS)
LEGITIMATE SKIP	9	199	3.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_7)

Question 3_7C Tape Pos: 151-151 Format: I1

BYT3_7C CERTIFICATE IN ENGLISH HELD

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1842	35.5%	37.4%
No	2	3087	59.4%	62.6%
RESERVED CODES:				
REFUSAL	7	13	.3%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	199	3.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_7)

Question 3_7D Tape Pos: 152-152 Format: I1

BYT3_7D CERTIFICATE IN SOCIAL STUDIES HELD

Social Studies

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1917	36.9%	36.9%
No	2	3011	58.0%	61.1%
RESERVED CODES:				
REFUSAL	7	13	.3%	(MISS)
MISSING	8	53	1.0%	(MISS)
LEGITIMATE SKIP	9	199	3.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_7)

Question 3_8 Tape Pos: 153-153 Format: I1

BYT3_8 HIGHEST DEGREE HELD

What is the highest academic degree you hold? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Less than a bachelor's degree	1	9	.2%	.2%
Bachelor's	2	2749	52.9%	53.3%
Master's	3	1981	38.1%	38.4%
Education specialist or professional diploma based on at least one year of work past master's degree level	4	363	7.0%	7.0%
Doctorate (Ph.D.) or first professional degree (e.g. M.D., L.L.B., J.D., D.D.S.)	5	53	1.0%	1.0%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	32	.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_9

What were your major and minor fields of study for your BACHELOR'S degree ONLY? (CIRCLE ALL THAT APPLY)

Question 3_9A1 Tape Pos: 154-154 Format: I1

BYT3_9A1 BACHELOR'S DEGREE MAJOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1954	37.6%	38.2%
No	2	3158	60.8%	61.8%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	65	1.3%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)

Question 3_BA2 — Tape Pos: 188-188, Format: I1

BYT3_BA2 BACHELOR'S DEGREE MINOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	766	14.8%	14.7%
No	2	4377	84.3%	85.3%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	43	.8%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BC1 — Tape Pos: 188-188, Format: I1

BYT3_BC1 BACHELOR'S DEGREE MAJOR IN HISTORY

History (or Social Studies/Social Science)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1204	23.2%	23.6%
No	2	3906	75.2%	76.4%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	65	1.3%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BB1 — Tape Pos: 188-188, Format: I1

BYT3_BB1 BACHELOR'S DEGREE MAJOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	902	17.4%	17.7%
No	2	4208	81.0%	82.3%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	65	1.3%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BC3 — Tape Pos: 189-189, Format: I1

BYT3_BC3 BACHELOR'S DEGREE MINOR IN HISTORY

History (or Social Studies/Social Science)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	883	17.0%	17.2%
No	2	4248	81.8%	82.8%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	44	.8%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BB2 — Tape Pos: 187-187, Format: I1

BYT3_BB2 BACHELOR'S DEGREE MINOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	646	12.8%	12.8%
No	2	4483	86.3%	87.4%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	44	.8%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BD1 — Tape Pos: 190-190, Format: I1

BYT3_BD1 BACHELOR'S DEGREE MAJOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	634	12.2%	12.4%
No	2	4476	86.2%	87.6%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	65	1.3%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BD2 Tape Pos: 181-181 Format: I1

BYT3_BD2 BACHELOR'S DEGREE MINOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	488	9.4%	9.5%
No	2	4643	89.4%	90.5%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	44	.8%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BE1 Tape Pos: 183-183 Format: I1

BYT3_BE1 BACHELOR'S DEGREE MAJOR IN SCIENCE

Natural/Physical Sciences

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	633	12.2%	12.4%
No	2	4477	86.2%	87.6%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	65	1.3%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BE2 Tape Pos: 183-183 Format: I1

BYT3_BE2 BACHELOR'S DEGREE MINOR IN SCIENCE

Natural/Physical Sciences

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	671	12.9%	13.1%
No	2	4460	85.9%	86.9%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	44	.8%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BF1 Tape Pos: 184-184 Format: I1

BYT3_BF1 BACHELOR'S DEGREE MAJOR IN FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	118	2.3%	2.3%
No	2	4985	96.0%	97.7%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	65	1.3%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BF2 Tape Pos: 185-185 Format: I1

BYT3_BF2 BACHELOR'S DEGREE MINOR IN FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	238	4.6%	4.6%
No	2	4896	94.3%	95.4%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	44	.8%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_BG1 Tape Pos: 186-186 Format: I1

BYT3_BG1 BACHELOR'S DEGREE MAJOR IN OTHER AREA- 1

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	906	17.4%	17.7%
No	2	4199	80.9%	82.3%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	70	1.3%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)

Question 3_9G2 — Tape Pos: 187-187, Format: I1

BYT3_9G2 BACHELOR'S DEGREE MINOR IN OTHER AREA- 1

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	615	11.8%	12.0%
No	2	4512	86.9%	88.0%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 3_10A — Tape Pos: 170-170, Format: I1

BYT3_10A NOT APPLICABLE - NO GRADUATE DEGREE

Not applicable; no graduate degree

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2749	52.9%	53.4%
No	2	2398	46.2%	46.6%
RESERVED CODES:				
REFUSAL	7	6	.1%	(MISS)
MISSING	8	31	.6%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 3_9H1 — Tape Pos: 188-188, Format: I1

BYT3_9H1 BACHELOR'S DEGREE MAJOR IN OTHER AREA- 2

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	84	1.6%	1.6%
No	2	5035	96.9%	98.4%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	66	1.3%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 310A1 — Tape Pos: 171-171, Format: I1

BYT310A1 GRADUATE DEGREE MAJOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1334	25.7%	56.2%
No	2	1039	20.0%	43.8%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	53	1.0%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 3_9H2 — Tape Pos: 189-189, Format: I1

BYT3_9H2 BACHELOR'S DEGREE MINOR IN OTHER AREA- 2

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	212	4.1%	4.1%
No	2	4919	94.7%	95.9%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	44	.8%	(MISS)
LEGITIMATE SKIP	9	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_9)

Question 310A2 — Tape Pos: 172-172, Format: I1

BYT310A2 GRADUATE DEGREE MINOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	224	4.3%	9.4%
No	2	2162	41.6%	90.6%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 3_10

If you have earned a GRADUATE DEGREE, what were your major and minor fields of study for your HIGHEST graduate degree?

Question 310B1 Tape Pos: 173-173 Format: I1

BYT310B1 GRADUATE DEGREE MAJOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	158	3.0%	6.7%
No	2	2216	42.7%	93.3%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310C2 Tape Pos: 178-178 Format: I1

BYT310C2 GRADUATE DEGREE MINOR IN HISTORY

History (or Social Studies/Social Science)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	138	2.7%	5.8%
No	2	2238	43.1%	94.2%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310B2 Tape Pos: 174-174 Format: I1

BYT310B2 GRADUATE DEGREE MINOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	110	2.1%	4.6%
No	2	2266	43.6%	95.4%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310D1 Tape Pos: 177-177 Format: I1

BYT310D1 GRADUATE DEGREE MAJOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	146	2.8%	6.1%
No	2	2228	42.9%	93.9%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310C1 Tape Pos: 176-176 Format: I1

BYT310C1 GRADUATE DEGREE MAJOR IN HISTORY

History (or Social Studies/Social Science)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	233	4.5%	9.8%
No	2	2141	41.2%	90.2%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310D2 Tape Pos: 179-179 Format: I1

BYT310D2 GRADUATE DEGREE MINOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	115	2.2%	4.8%
No	2	2261	43.5%	95.2%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)

Question 310E1 — Tape Pos: 178-178, Format: I1

BYT310E1 GRADUATE DEGREE MAJOR IN SCIENCE

Natural/Physical Sciences

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	176	3.4%	7.4%
No	2	2198	42.3%	92.6%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310E2 — Tape Pos: 180-180, Format: I1

BYT310E2 GRADUATE DEGREE MINOR IN SCIENCE

Natural/Physical Sciences

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	103	2.0%	4.3%
No	2	2273	43.8%	95.7%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310F1 — Tape Pos: 181-181, Format: I1

BYT310F1 GRADUATE DEGREE MAJOR IN FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	23	.4%	1.0%
No	2	2361	45.3%	99.0%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310F2 — Tape Pos: 182-182, Format: I1

BYT310F2 GRADUATE DEGREE MINOR IN FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	12	.2%	.5%
No	2	2384	45.5%	99.5%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310G1 — Tape Pos: 183-183, Format: I1

BYT310G1 GRADUATE DEGREE MAJOR IN OTHER AREA - 1

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	595	11.5%	25.1%
No	2	1779	34.3%	74.9%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310G2 — Tape Pos: 184-184, Format: I1

BYT310G2 GRADUATE DEGREE MINOR IN OTHER AREA - 1

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	135	2.6%	5.7%
No	2	2241	43.2%	94.3%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310M1 Tape Pos: 185-185 Format: I1

BYT310M1 GRADUATE DEGREE MAJOR IN OTHER AREA - 2

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	70	1.3%	2.9%
No	2	2304	44.4%	97.1%
RESERVED CODES:				
REFUSAL	7	9	.2%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 310M2 Tape Pos: 186-186 Format: I1

BYT310M2 GRADUATE DEGREE MINOR IN OTHER AREA - 2

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	54	1.0%	2.3%
No	2	2322	44.7%	97.7%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	48	.9%	(MISS)
LEGITIMATE SKIP	9	2758	53.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_10)

Question 3_11

Please print the name of the college or university at which you received your bachelor's degree and indicate the year of your degree (or your most recent attendance).

(PLEASE PRINT NAME. DO NOT ABBREVIATE)

NOTE: This variable (3_11A) was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_11B Tape Pos: 187-188 Format: I2

BYT3_11B YEAR OF BACHELOR'S DEGREE

Year of Degree (or most recent attendance)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Before 1950	49	63	1.2%	1.2%
1950-1952	52	89	1.7%	1.7%
1953-1955	55	122	2.3%	2.4%
1956-1958	58	177	3.4%	3.5%
1959	59	95	1.8%	1.9%
1960	60	95	1.8%	1.9%
1961	61	103	2.0%	2.0%
1962	62	113	2.2%	2.2%
1963	63	137	2.6%	2.7%
1964	64	130	2.5%	2.6%
1965	65	176	3.4%	3.5%
1966	66	169	3.3%	3.3%
1967	67	197	3.8%	3.9%
1968	68	212	4.1%	4.2%
1969	69	241	4.6%	4.7%
1970	70	262	5.0%	5.1%
1971	71	236	4.5%	4.6%
1972	72	207	4.0%	4.1%
1973	73	235	4.5%	4.6%
1974	74	177	3.4%	3.5%
1975	75	194	3.7%	3.8%
1976	76	155	3.0%	3.0%
1977	77	120	2.3%	2.4%
1978	78	159	3.1%	3.1%
1979	79	134	2.6%	2.6%
1980	80	118	2.3%	2.3%
1981	81	130	2.5%	2.6%
1982	82	123	2.4%	2.4%
1983	83	129	2.5%	2.5%
1984	84	114	2.2%	2.2%
1985	85	134	2.6%	2.6%
1986	86	154	3.0%	3.0%
1987-1988	88	188	3.6%	3.7%
RESERVED CODES:				
DON'T KNOW	96	2	.0%	(MISS)
REFUSAL	97	37	.7%	(MISS)
MISSING	98	57	1.1%	(MISS)
LEGITIMATE SKIP	99	9	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_11)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_12

Please print the name of the college or university which you received your master's or other graduate degree (or have earned graduate credits) and indicate the year of your degree (or of your most recent attendance). If you have completed more than one graduate degree, please fill in the information below for your highest degree. IF YOU HAVE NOT COMPLETED A GRADUATE DEGREE, please give the name of the college or university at which you have earned the largest number of graduate credits.

Question 3_12A

Not applicable; No graduate credits

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)

Question 3_12B

Name of College/University

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_12C

Tape Pos: 189-190
Format: I2

BYT3_12C YEAR OF GRADUATE DEGREE

Year of Degree (or most recent attendance)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Before 1960	59	67	1.3%	1.7%
1960-1963	63	86	1.7%	2.1%
1964-1966	66	108	2.1%	2.7%
1967-1968	68	104	2.0%	2.6%
1969	69	90	1.7%	2.2%
1970	70	100	1.9%	2.5%
1971	71	88	1.7%	2.2%
1972	72	156	3.0%	3.9%
1973	73	126	2.4%	3.1%
1974	74	118	2.3%	2.9%
1975	75	156	3.0%	3.9%
1976	76	140	2.7%	3.5%
1977	77	139	2.7%	3.5%
1978	78	168	3.2%	4.2%
1979	79	139	2.7%	3.5%
1980	80	148	2.8%	3.7%
1981	81	155	3.0%	3.9%
1982	82	133	2.6%	3.3%
1983	83	181	3.5%	4.5%
1984	84	173	3.3%	4.3%
1985	85	206	4.0%	5.1%
1986	86	317	6.1%	7.9%
1987	87	458	8.8%	11.4%
1988	88	447	8.6%	11.2%
RESERVED CODES:				
DON'T KNOW	96	8	.2%	(MISS)
REFUSAL	97	38	.7%	(MISS)
MISSING	98	170	3.3%	(MISS)
LEGITIMATE SKIP	99	974	18.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_12)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 3_13

Tape Pos: 191-191
Format: I1

BYT3_13 PROFICIENT IN LANGUAGE OTHR THAN ENGLISH

Are you proficient in any language(s) other than English?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	849	16.3%	16.5%
No	2	4300	82.8%	83.5%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	34	.7%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_14

In what language(s) are you proficient? (CIRCLE ALL THAT APPLY)

Question 3_14A

Tape Pos: 192-192
Format: I1

BYT3_14A PROFICIENT IN FRENCH

French

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	269	5.2%	31.8%
No	2	578	11.1%	68.2%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14B

Tape Pos: 193-193
Format: I1

BYT3_14B PROFICIENT IN GERMAN

German

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	142	2.7%	16.8%
No	2	708	13.6%	83.2%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14C

Tape Pos: 194-194
Format: I1

BYT3_14C PROFICIENT IN GREEK

Greek

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	23	.4%	2.7%
No	2	824	15.9%	97.3%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14D — Tape Pos: 185-185, Format: I1

BYT3_14D PROFICIENT IN ITALIAN

Italian

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	28	.5%	3.3%
No	2	819	15.8%	96.7%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14G — Tape Pos: 188-188, Format: I1

BYT3_14G PROFICIENT IN SPANISH

Spanish

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	401	7.7%	47.3%
No	2	446	8.6%	52.7%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14E — Tape Pos: 186-186, Format: I1

BYT3_14E PROFICIENT IN POLISH

Polish

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	13	.3%	1.5%
No	2	834	16.1%	98.5%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14H — Tape Pos: 189-189, Format: I1

BYT3_14H PROFICIENT IN CHINESE

Chinese

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	4	.1%	.5%
No	2	843	16.2%	99.5%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14F — Tape Pos: 187-187, Format: I1

BYT3_14F PROFICIENT IN PORTUGUESE

Portuguese

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	12	.2%	1.4%
No	2	835	16.1%	98.6%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14I — Tape Pos: 200-200, Format: I1

BYT3_14I PROFICIENT IN JAPANESE

Japanese

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	9	.2%	1.1%
No	2	838	16.1%	98.9%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)

Question 3_14J — Tape Pos: 201-201, Format: I1

BYT3_14J PROFICIENT IN KOREAN

Korean

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	3	.1%	.4%
No	2	844	16.3%	99.6%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14M — Tape Pos: 204-204, Format: I1

BYT3_14M PROFICIENT IN OTHER LANGUAGE

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	115	2.2%	13.6%
No	2	733	14.1%	86.4%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14K — Tape Pos: 203-203, Format: I1

BYT3_14K PROFICIENT IN A FILIPINO LANGUAGE

A Filipino language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	14	.3%	1.7%
No	2	833	16.0%	98.3%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_14L — Tape Pos: 202-202, Format: I1

BYT3_14L PROFICIENT IN AN INDOCHINESE LANGUAGE

An Indochinese language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1	.0%	.1%
No	2	846	16.3%	99.9%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	36	.7%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_14)

Question 3_15 — Tape Pos: 205-206, Format: I2

BYT3_15 LANGUAGE MOST PROFICIENT IN

Please answer the following questions about the non-English language in which you are most proficient. (IF YOU KNOW MORE THAN ONE NON-ENGLISH LANGUAGE, ANSWER WITH REGARD TO THE LANGUAGE IN WHICH YOU ARE MOST PROFICIENT. PLEASE WRITE THE NAME OF THAT LANGUAGE ON THE LINE BELOW.)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
French	1	216	4.2%	25.5%
German	2	110	2.1%	13.0%
Greek	3	15	.3%	1.8%
Italian	4	16	.3%	1.9%
Polish	5	12	.2%	1.4%
Portuguese	6	3	.1%	.4%
Spanish	7	358	6.9%	42.3%
Chinese	8	4	.1%	.5%
Japanese	9	6	.1%	.7%
Korean	10	3	.1%	.4%
A Filipino language	11	14	.3%	1.7%
An Indochinese language	12	1	.0%	.1%
Other language	13	88	1.7%	10.4%
RESERVED CODES:				
REFUSAL	97	10	.2%	(MISS)
MISSING	98	37	.7%	(MISS)
LEGITIMATE SKIP	99	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_16

With regard to that language, how well do you do the following? (CIRCLE ALL THAT APPLY)

How well do you. . .

Question 3_16A — Tape Pos: 207-207, Format: I1

BYT3_16A HOW WELL TEACHER UNDERSTANDS LANGUAGE

Understand that language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well	1	314	6.0%	37.2%
Pretty well	2	257	4.9%	30.6%
Well	3	213	4.1%	25.3%
Not very well	4	59	1.1%	7.0%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	40	.8%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_16)

How well do you. . .

Question 3_16B — Tape Pos: 208-208, Format: I1

BYT3_16B HOW WELL TEACHER SPEAKS LANGUAGE

Speak that language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well	1	200	3.9%	23.8%
Pretty well	2	237	4.6%	28.2%
Well	3	201	3.9%	23.9%
Not very well	4	203	3.9%	24.1%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	42	.8%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_16)

How well do you. . .

Question 3_16C — Tape Pos: 209-209, Format: I1

BYT3_16C HOW WELL TEACHER READS LANGUAGE

Read that language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well	1	253	4.9%	30.0%
Pretty well	2	248	4.8%	29.5%
Well	3	244	4.7%	29.0%
Not very well	4	97	1.9%	11.5%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	41	.8%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_16)

How well do you. . .

Question 3_16D — Tape Pos: 210-210, Format: I1

BYT3_16D HOW WELL TEACHER WRITES LANGUAGE

Write that language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well	1	174	3.4%	20.8%
Pretty well	2	168	3.2%	20.0%
Well	3	232	4.5%	27.7%
Not very well	4	264	5.1%	31.5%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	45	.9%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_16)

Question 3_17

Which of the following statements accurately describes your past experience with the language other than English in which you are most proficient? (CIRCLE ONE EACH)

Question 3_17A — Tape Pos: 211-211, Format: I1

BYT3_17A IS NATIVE SPEAKER OF LANGUAGE

I am a native speaker of the language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	195	3.8%	23.3%
No	2	642	12.4%	76.7%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	46	.9%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17B — Tape Pos: 212-212, Format: I1

BYT3_17B LANGUAGE MEDIUM OF ELEM/SEC INSTRUCTION

The language was the medium of instruction for my elementary or secondary education

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	138	2.7%	16.6%
No	2	692	13.3%	83.4%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	53	1.0%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_17)

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Question 3_17C — Tape Pos: 213-213, Format: I1

BYT3_17C LANGUAGE MEDIUM OF UNIVERSITY INSTRUCTN

The language was the medium of instruction for my university studies

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	121	2.3%	14.6%
No	2	708	13.6%	85.4%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	54	1.0%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17D — Tape Pos: 214-214, Format: I1

BYT3_17D STUDIED LANGUAGE AS A FOREIGN LANGUAGE

I studied the language as a foreign language

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	646	12.4%	77.1%
No	2	192	3.7%	22.9%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	46	.9%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17E — Tape Pos: 215-215, Format: I1

BYT3_17E LEARNED LANGUAGE INFORMALLY

I learned the language informally

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	395	7.6%	47.8%
No	2	431	8.3%	52.2%
RESERVED CODES:				
REFUSAL	7	10	.2%	(MISS)
MISSING	8	57	1.1%	(MISS)
LEGITIMATE SKIP	9	4300	82.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_17)

Question 3_18 — Tape Pos: 216-216, Format: I1

BYT3_18 EMPLOYMENT STATUS IN SCHOOL SYSTEM

What is your employment status in this school system? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Regular full-time appointment	1	4964	95.6%	96.5%
Regular part-time appointment	2	95	1.8%	1.8%
Substitute teacher	3	57	1.1%	1.1%
Other	4	26	.5%	.5%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	44	.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_19 — Tape Pos: 217-217, Format: I1

BYT3_19 TIME SPENT ON IN-SERVICE ED IN MAJ SUBJ

During the last 12 months, what is the total amount of time you have spent on in-service education in the subject you teach the majority of the time? (Include attendance at workshops, continuing education programs, etc., but do not include formal courses for which you have received college credit.) (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	793	15.3%	15.4%
Less than 6 hours	2	1432	27.6%	27.8%
6-15 hours	3	1531	29.5%	29.8%
16-35 hours	4	820	15.8%	15.9%
More than 35 hours	5	566	10.9%	11.0%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	40	.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_20

What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (CIRCLE ALL THAT APPLY)

Question 3_20A — Tape Pos: 218-218, Format: I1

BYT3_20A NO SUPPORT REC'D FOR IN-SERVICE EDUCATN

None

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1977	38.1%	38.5%
No	2	3152	60.7%	61.5%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	53	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20B — Tape Pos: 219-219 Format: I1

BYT3_20B RELEASED TIME FR TEACHING FOR IN-SERV ED

Released time from teaching

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2071	39.9%	40.4%
No	2	3058	58.9%	59.6%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	53	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20C — Tape Pos: 220-220 Format: I1

BYT3_20C TRAVEL/PER DIEM EXPENSES FOR IN-SERV ED

Travel and/or per diem expenses

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	842	16.2%	16.4%
No	2	4287	82.6%	83.6%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	53	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20D — Tape Pos: 221-221 Format: I1

BYT3_20D REC'D STIPEND FOR IN-SERVICE EDUCATION

Stipend(s)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	508	9.8%	9.9%
No	2	4620	88.0%	90.1%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	54	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20E — Tape Pos: 222-222 Format: I1

BYT3_20E PROFFESSNL GROWTH CREDITS FOR IN-SERV ED

Professional growth credits

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1180	22.7%	23.0%
No	2	3948	76.0%	77.0%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	53	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_20)

Question 3_20F — Tape Pos: 223-223 Format: I1

BYT3_20F REC'D OTHER SUPPORT FOR IN-SERVICE ED

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	185	3.6%	3.6%
No	2	4944	95.2%	96.4%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	53	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_20)

Question 3_21 — Tape Pos: 224-224 Format: I1

BYT3_21 PROV INSTRUCTION IN 8TH GR GIFTED PROGRM

Do you provide instruction in an eighth grade gifted and talented program at this school? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	710	13.7%	13.8%
No	2	4444	85.6%	86.2%
RESERVED CODES:				
REFUSAL	7	6	.1%	(MISS)
MISSING	8	33	.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)

Question 3_22 — Tape Pos: 225-227, Format: I3

BYT3_22 % OF CLASSROOM TIME TEACHING GIFTED

What percentage of your classroom time is spent in teaching students in a gifted and talented program?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	2	.0%	.3%
	1	7	.1%	1.0%
	4	3	.1%	.4%
	5	22	.4%	3.2%
	6	4	.1%	.6%
	8	1	.0%	.1%
	10	42	.8%	6.0%
	11	1	.0%	.1%
	12	2	.0%	.3%
	13	4	.1%	.6%
	14	13	.3%	1.9%
	15	18	.3%	2.6%
	16	27	.5%	3.9%
	17	27	.5%	3.9%
	18	2	.0%	.3%
	20	187	3.6%	26.8%
	25	39	.8%	5.6%
	27	1	.0%	.1%
	28	1	.0%	.1%
	30	14	.3%	2.0%
	33	29	.6%	4.2%
	34	2	.0%	.3%
	40	61	1.2%	8.7%
	43	1	.0%	.1%
	45	1	.0%	.1%
	50	56	1.1%	8.0%
	55	1	.0%	.1%
	60	19	.4%	2.7%
	65	1	.0%	.1%
	66	4	.1%	.6%
	67	5	.1%	.7%
	70	5	.1%	.7%
	71	1	.0%	.1%
	75	9	.2%	1.3%
	80	21	.4%	3.0%
	83	1	.0%	.1%
	86	2	.0%	.3%
	90	4	.1%	.6%
	97	1	.0%	.1%
	100	57	1.1%	8.2%
RESERVED CODES:				
DON'T KNOW	996	1	.0%	(MISS)
REFUSAL	997	6	.1%	(MISS)
MISSING	998	44	.8%	(MISS)
LEGITIMATE SKIP	999	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_23

Do you have special training in teaching gifted and talented children? (CIRCLE ALL THAT APPLY)

Question 3_23A — Tape Pos: 228-228, Format: I1

BYT3_23A HAS IN-SERVICE TRAINING TEACHING GIFTED

Yes, in-service training

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	383	7.4%	54.2%
No	2	323	6.2%	45.8%
RESERVED CODES:				
REFUSAL	7	6	.1%	(MISS)
MISSING	8	37	.7%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23B — Tape Pos: 229-229, Format: I1

BYT3_23B HAS UNDERGRAD CREDIT TRAINING GIFTED

Yes, undergraduate course credit

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	76	1.5%	10.8%
No	2	630	12.1%	89.2%
RESERVED CODES:				
REFUSAL	7	6	.1%	(MISS)
MISSING	8	37	.7%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23C — Tape Pos: 230-230, Format: I1

BYT3_23C HAS GRADUATE CREDIT TRAINING GIFTED

Yes, graduate course credit

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	156	3.0%	22.0%
No	2	551	10.6%	78.0%
RESERVED CODES:				
REFUSAL	7	6	.1%	(MISS)
MISSING	8	37	.7%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23D — Tape Pos: 231-231, Format: I1

BYT3_23D HAS CONTINUING ED CREDIT TRAINING GIFTED

Yes, continuing education credit

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	101	1.9%	14.3%
No	2	606	11.7%	85.7%
RESERVED CODES:				
REFUSAL	7	6	.1%	(MISS)
MISSING	8	37	.7%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_23)

Question 3_23E

Tape Pos: 233-233
Format: I1

BYT3_23E NO SPECIAL TRAINING TEACHING GIFTED

No

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	230	4.4%	32.6%
No	2	476	9.2%	67.4%
RESERVED CODES:				
REFUSAL	7	6	.1%	(MISS)
MISSING	8	37	.7%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_23)

Question 3_24

Tape Pos: 233-233
Format: I1

BYT3_24 HAS SPECIAL CERTIFICATN TEACHING GIFTED

Do you have special certification in teaching gifted and talented children? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes, provisional or temporary	1	17	.3%	2.4%
Yes, permanent or long-term	2	51	1.0%	7.2%
No	3	638	12.3%	90.4%
RESERVED CODES:				
REFUSAL	7	6	.1%	(MISS)
MISSING	8	37	.7%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_25

For the gifted and talented program in which you teach, how satisfied are you with the following? (CIRCLE ONE EACH)

Question 3_25A

Tape Pos: 234-234
Format: I1

BYT3_25A HOW SATISFIED W/ FINANCIAL RESOURCES

The financial resources available for this special program

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	47	.9%	6.9%
Satisfied	2	379	7.3%	55.8%
Dissatisfied	3	180	3.5%	26.5%
Extremely dissatisfied	4	73	1.4%	10.8%
RESERVED CODES:				
DON'T KNOW	6	3	.1%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	58	1.1%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_25)

Question 3_25B

Tape Pos: 235-235
Format: I1

BYT3_25B HOW SATISFIED W/ CONTENT OR CURRICULUM

The content or curriculum of the gifted/talented program

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	99	1.9%	14.4%
Satisfied	2	432	8.3%	62.9%
Dissatisfied	3	133	2.6%	19.4%
Extremely dissatisfied	4	23	.4%	3.3%
RESERVED CODES:				
DON'T KNOW	6	3	.1%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	52	1.0%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_25)

Question 3_25C

Tape Pos: 236-236
Format: I1

BYT3_25C HOW SATISFIED W/ TIME AVAIL FOR PLANNING

The amount of time available for planning and preparation of gifted/talented instruction

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	28	.5%	4.1%
Satisfied	2	297	5.7%	43.5%
Dissatisfied	3	270	5.2%	39.6%
Extremely dissatisfied	4	87	1.7%	12.8%
RESERVED CODES:				
DON'T KNOW	6	4	.1%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	56	1.1%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_25)

Question 3_25D

Tape Pos: 237-237
Format: I1

BYT3_25D HOW SATISFIED W/ STUDENT PROGRESS

Student progress under the program

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	107	2.1%	15.7%
Satisfied	2	453	8.7%	66.4%
Dissatisfied	3	106	2.0%	15.5%
Extremely dissatisfied	4	16	.3%	2.3%
RESERVED CODES:				
DON'T KNOW	6	3	.1%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	57	1.1%	(MISS)
LEGITIMATE SKIP	9	4444	85.6%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_25)

Question 3_28E — Tape Pos. 238-238, Format: I1

BY73_28E HOW SATISFIED W/ SELECTION PROCEDURES

The selection procedures for the gifted/talented program

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	49	.9%	7.2%
Satisfied	2	336	6.5%	49.0%
Dissatisfied	3	228	4.4%	33.4%
Extremely dissatisfied	4	71	1.4%	10.4%
RESERVED CODES:				
DON'T KNOW	6	3	.1%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	56	1.1%	(MISS)
LEGITIMATE SKIP	9	4444	85.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28F — Tape Pos. 239-239, Format: I1

BY73_28F HOW SATISFIED W/ TIME FOR TEACHING CLASS

The amount of time allocated to teaching gifted classes

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Extremely satisfied	1	62	1.2%	9.1%
Satisfied	2	423	8.1%	61.9%
Dissatisfied	3	161	3.1%	23.6%
Extremely dissatisfied	4	37	.7%	5.4%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	56	1.1%	(MISS)
LEGITIMATE SKIP	9	4444	85.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28

Indicate the degree to which each of the following matters is a problem in your school. (CIRCLE ONE EACH)

Question 3_28A — Tape Pos. 240-240, Format: I1

BY73_28A DEGREE STUDENT TARDINESS IS PROBLEM

Student tardiness

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	569	11.0%	11.1%
Moderate	2	1503	28.9%	29.3%
Minor	3	2176	41.9%	42.5%
Not a problem	4	873	16.8%	17.0%
RESERVED CODES:				
DON'T KNOW	6	3	.1%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	59	1.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28B — Tape Pos. 241-241, Format: I1

BY73_28B DEGREE STUDENT ABSENTEEISM IS PROBLEM

Student absenteeism

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	687	13.2%	13.4%
Moderate	2	1714	33.0%	33.5%
Minor	3	2072	39.9%	40.5%
Not a problem	4	647	12.5%	12.6%
RESERVED CODES:				
DON'T KNOW	6	3	.1%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	62	1.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28C — Tape Pos. 242-242, Format: I1

BY73_28C DEGREE STUDENT CLASS CUTTING IS PROBLEM

Student class cutting

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	230	4.4%	4.5%
Moderate	2	648	12.5%	12.7%
Minor	3	2144	41.3%	41.9%
Not a problem	4	2088	40.2%	40.9%
RESERVED CODES:				
DON'T KNOW	6	6	.1%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	68	1.3%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28D — Tape Pos. 243-243, Format: I1

BY73_28D DEGREE PHYSICAL CONFLICTS ARE A PROBLEM

Physical conflicts among students

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	311	6.0%	6.1%
Moderate	2	1064	20.5%	21.2%
Minor	3	2564	49.4%	49.9%
Not a problem	4	1171	22.5%	22.9%
RESERVED CODES:				
DON'T KNOW	6	4	.1%	(MISS)
REFUSAL	7	9	.2%	(MISS)
MISSING	8	60	1.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28E — Tape Pos: 344-344 Format: I1

BYT3_28E DEGREE ROBBERY IS A PROBLEM

Robbery or theft

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	138	2.7%	2.7%
Moderate	2	722	13.9%	14.1%
Minor	3	2673	51.6%	52.2%
Not a problem	4	1586	30.6%	31.0%
RESERVED CODES:				
DON'T KNOW	6	4	.1%	(MISS)
REFUSAL	7	9	.2%	(MISS)
MISSING	8	61	1.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28H — Tape Pos: 347-347 Format: I1

BYT3_28H DEGREE STUDENT DRUG USE IS A PROBLEM

Student use of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	174	3.4%	3.4%
Moderate	2	913	17.6%	18.0%
Minor	3	2562	49.3%	50.5%
Not a problem	4	1421	27.4%	28.0%
RESERVED CODES:				
DON'T KNOW	6	24	.5%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	89	1.7%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28F — Tape Pos: 345-345 Format: I1

BYT3_28F DEGREE VANDALISM OF SCH PROPERTY IS PROB

Vandalism of school property

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	287	5.7%	5.8%
Moderate	2	902	17.4%	17.6%
Minor	3	2606	50.2%	50.9%
Not a problem	4	1312	25.3%	25.6%
RESERVED CODES:				
DON'T KNOW	6	4	.1%	(MISS)
REFUSAL	7	9	.2%	(MISS)
MISSING	8	61	1.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28I — Tape Pos: 348-348 Format: I1

BYT3_28I DEGREE STUDENT WEAPONS ARE A PROBLEM

Student possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	74	1.4%	1.5%
Moderate	2	233	4.5%	4.6%
Minor	3	1589	30.6%	31.2%
Not a problem	4	3194	61.5%	62.8%
RESERVED CODES:				
DON'T KNOW	6	15	.3%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	78	1.5%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28G — Tape Pos: 346-346 Format: I1

BYT3_28G DEGREE STUDENT ALCOHOL USE IS A PROBLEM

Student use of alcohol

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	195	3.8%	3.8%
Moderate	2	852	16.4%	16.6%
Minor	3	2422	46.6%	47.7%
Not a problem	4	1612	31.0%	31.7%
RESERVED CODES:				
DON'T KNOW	6	24	.5%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	78	1.5%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28J — Tape Pos: 349-349 Format: I1

BYT3_28J DEGREE PHYS ABUSE OF TEACHERS IS PROBLEM

Physical abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	58	1.1%	1.1%
Moderate	2	121	2.3%	2.4%
Minor	3	842	16.1%	16.4%
Not a problem	4	3886	74.8%	76.0%
RESERVED CODES:				
DON'T KNOW	6	6	.1%	(MISS)
REFUSAL	7	10	.2%	(MISS)
MISSING	8	70	1.3%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_28)

Question 3_28K

Tape Pos: 280-280
Format: I1

BYT3_28K DEGREE VERBL ABUSE OF TEACHRS IS PROBLEM

Verbal abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Serious	1	450	8.7%	8.8%
Moderate	2	964	18.6%	18.8%
Minor	3	2272	43.8%	44.4%
Not a problem	4	1438	27.6%	28.0%
RESERVED CODES:				
DON'T KNOW	6	8	.1%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	59	1.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_26)

Question 3_29

Tape Pos: 284-284
Format: I1

BYT3_29 HOW OFTEN SUPERVISOR OBSERVED TEACHING

How often did someone with supervisory responsibility, from your school or district, formally observe your teaching during the first semester of the current school year? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
At least once a week	1	64	1.2%	1.2%
At least once a month	2	314	6.0%	6.1%
Several times	3	1906	36.7%	37.2%
Hardly ever or never	4	2845	54.8%	55.5%
RESERVED CODES:				
DON'T KNOW	6	5	.1%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	50	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_27

Tape Pos: 281-281
Format: I1

BYT3_27 ANY OTHER PAYING JOB FULL OR PART-TIME

In addition to your duties at this school, do you hold another paying job that is either full or part-time? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes, summer only	1	945	18.2%	18.4%
Yes, school year only	2	172	3.3%	3.4%
Yes, during the entire year	3	769	14.8%	15.0%
No	4	3242	62.4%	63.2%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	58	1.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_30

For the most recent full week, please indicate about how much time you spent OUTSIDE your regular school hours on each of the following school-related activities: (CIRCLE ONE EACH)

Question 3_30A

Tape Pos: 285-286
Format: I2

BYT3_30A TIME OUTSIDE SCHL HRS PLANNING/PREPARING

Planning and preparing for teaching

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	124	2.4%	2.4%
Less than one hour	2	393	7.6%	7.7%
One hour	3	851	16.4%	16.5%
Two hours	4	1795	34.6%	35.2%
Three hours	5	886	17.1%	17.3%
Four hours	6	452	8.7%	8.8%
Five hours	7	431	8.3%	8.4%
Six or more hours	8	698	13.4%	13.6%
RESERVED CODES:				
DON'T KNOW	96	2	.0%	(MISS)
REFUSAL	97	8	.2%	(MISS)
MISSING	98	53	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_30)

Question 3_38

Tape Pos: 282-283
Format: I2

BYT3_38 DAYS ABSENT DURING FIRST SEMESTR THIS YR

How many days of teaching were you absent, for any reason, during the first semester of the current school year? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
No days absent	1	1100	21.2%	21.4%
1-2 days absent	2	2144	41.3%	41.8%
3-4 days absent	3	1203	23.2%	23.5%
5-7 days absent	4	433	8.3%	8.4%
8-11 days absent	5	123	2.4%	2.4%
12 or more days absent	6	127	2.4%	2.5%
RESERVED CODES:				
DON'T KNOW	96	6	.1%	(MISS)
REFUSAL	97	11	.2%	(MISS)
MISSING	98	47	.9%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_30B — Tape Pos. 287-288 Format: I2

BYT3_30B TIME OUTSIDE SCHL HRS CORRECTING PAPERS

Correcting papers

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	203	3.9%	4.0%
Less than one hour	2	379	7.3%	7.4%
One hour	3	725	14.0%	14.1%
Two hours	4	1249	24.1%	24.3%
Three hours	5	924	17.8%	18.0%
Four hours	6	545	10.5%	10.6%
Five hours	7	396	7.6%	7.7%
Six or more hours	8	709	13.7%	13.8%
RESERVED CODES:				
DON'T KNOW	96	3	.1%	(MISS)
REFUSAL	97	10	.2%	(MISS)
MISSING	98	50	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30E — Tape Pos. 283-284 Format: I2

BYT3_30E TIME OUTSIDE SCHL HRS COORDNTNG CURICULM

Coordinating a curriculum area or department

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	3174	61.1%	62.1%
Less than one hour	2	1015	19.5%	19.8%
One hour	3	470	9.1%	9.2%
Two hours	4	234	4.5%	4.6%
Three hours	5	91	1.8%	1.8%
Four hours	6	22	.4%	.4%
Five hours	7	32	.6%	.6%
Six or more hours	8	59	1.1%	1.2%
RESERVED CODES:				
DON'T KNOW	96	2	.0%	(MISS)
REFUSAL	97	10	.2%	(MISS)
MISSING	98	66	1.3%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30C — Tape Pos. 289-290 Format: I2

BYT3_30C TIME OUTSIDE SCHL HRS OTHER RECORDKEEPNG

Other recordkeeping/paperwork

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	369	7.1%	7.2%
Less than one hour	2	1298	25.0%	25.3%
One hour	3	1500	28.9%	29.3%
Two hours	4	1010	19.4%	19.7%
Three hours	5	424	8.2%	8.3%
Four hours	6	201	3.9%	3.9%
Five hours	7	118	2.3%	2.3%
Six or more hours	8	202	3.9%	3.9%
RESERVED CODES:				
DON'T KNOW	96	3	.1%	(MISS)
REFUSAL	97	10	.2%	(MISS)
MISSING	98	58	1.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30F — Tape Pos. 285-286 Format: I2

BYT3_30F TIME OUTSIDE SCHL HRS SUPERVISNG STUDNTS

Supervising students (halls, field trips, playground)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	1507	29.0%	29.4%
Less than one hour	2	1288	24.8%	25.2%
One hour	3	839	16.2%	16.4%
Two hours	4	557	10.7%	10.9%
Three hours	5	278	5.4%	5.4%
Four hours	6	164	3.2%	3.2%
Five hours	7	188	3.6%	3.7%
Six or more hours	8	300	5.8%	5.9%
RESERVED CODES:				
DON'T KNOW	96	1	.0%	(MISS)
REFUSAL	97	10	.2%	(MISS)
MISSING	98	61	1.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30D — Tape Pos. 281-282 Format: I2

BYT3_30D TIME OUTSIDE SCHL HRS MEETNG OTHER TCHRS

Meeting with other teachers on lesson planning, curriculum development, guidance

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	1641	31.6%	32.0%
Less than one hour	2	1692	32.6%	33.0%
One hour	3	934	18.0%	18.2%
Two hours	4	506	9.7%	9.9%
Three hours	5	177	3.4%	3.5%
Four hours	6	75	1.4%	1.5%
Five hours	7	47	.9%	.9%
Six or more hours	8	56	1.1%	1.1%
RESERVED CODES:				
DON'T KNOW	96	1	.0%	(MISS)
REFUSAL	97	10	.2%	(MISS)
MISSING	98	54	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_30)

Question 3_30G — Tape Pos. 287-288 Format: I2

BYT3_30G TIME OUTSIDE SCHL HRS COACHING/ADVISING

Coaching or advising extracurricular activities

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	3133	60.3%	61.2%
Less than one hour	2	386	7.4%	7.5%
One hour	3	352	6.8%	6.9%
Two hours	4	257	4.9%	5.0%
Three hours	5	173	3.3%	3.4%
Four hours	6	113	2.2%	2.2%
Five hours	7	95	1.8%	1.9%
Six or more hours	8	608	11.7%	11.9%
RESERVED CODES:				
DON'T KNOW	96	1	.0%	(MISS)
REFUSAL	97	10	.2%	(MISS)
MISSING	98	65	1.3%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_30)

NELS 88: BASE YEAR TEACHER QUESTIONNAIRE (TEACHER LEVEL)

Question 3_30H — Tape Pos. 269-270 Format: I2

BYT3_30H TIME OUTSD SCH HRS COMMUNICTNG W/PARENTS

Communicating with parents

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	719	13.8%	14.0%
Less than one hour	2	2580	49.7%	50.3%
One hour	3	1162	22.4%	22.7%
Two hours	4	406	7.8%	7.9%
Three hours	5	138	2.7%	2.7%
Four hours	6	49	.9%	1.0%
Five hours	7	25	.5%	.5%
Six or more hours	8	50	1.0%	1.0%
RESERVED CODES:				
DON'T KNOW	96	2	.0%	(MISS)
REFUSAL	97	9	.2%	(MISS)
MISSING	98	63	1.0%	(MISS)
TOTALS:		5193	100.0%	100.0%

(Refer to Question 3_30)

Question 3_31 — Tape Pos. 271-272 Format: I2

BYT3_31 NO. OF PARENTS TALKED TO RE STUDENT PERF

Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	19	.4%	.4%
1-4 students' parents	2	226	4.4%	4.4%
5-9 students' parents	3	606	11.7%	11.8%
10-19 students' parents	4	1219	23.5%	23.7%
20-29 students' parents	5	965	18.6%	18.7%
30-39 students' parents	6	705	13.6%	13.7%
40-59 students' parents	7	618	11.9%	12.0%
60 or more students' parents	8	781	15.2%	15.4%
RESERVED CODES:				
DON'T KNOW	96	1	.0%	(MISS)
REFUSAL	97	7	.1%	(MISS)
MISSING	98	36	.7%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_32 — Tape Pos. 273-274 Format: I2

BYT3_32 % OF STUDENTS USING MICROCOMPUTERS

What proportion of your students use a microcomputer on a regular basis for instructional purposes related to the material you cover in your classes? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	3307	63.7%	64.4%
Fewer than 10%	2	1038	19.9%	20.2%
10-25%	3	304	5.9%	5.9%
26-50%	4	139	2.7%	2.7%
51-75%	5	71	1.4%	1.4%
76-90%	6	40	.8%	.8%
More than 90%	7	236	4.5%	4.6%
RESERVED CODES:				
DON'T KNOW	96	7	.1%	(MISS)
REFUSAL	97	8	.2%	(MISS)
MISSING	98	48	.9%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question 3_33 — Tape Pos. 275-275 Format: I1

BYT3_33 USE OF COMPUTERS REL TO REG INSTRUCTION

Which of the following best describes how you make instructional use of microcomputers with these students relative to the regular instruction in your classes? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Totally for enrichment purposes	1	752	14.5%	43.2%
Mainly for enrichment purposes, a little for remedial purposes	2	352	6.8%	20.2%
About equally split between enrichment and remedial purposes	3	424	8.2%	24.3%
Mainly for remedial purposes	4	173	3.3%	9.9%
Totally for remedial purposes	5	41	.8%	2.4%
RESERVED CODES:				
DON'T KNOW	6	9	.2%	(MISS)
REFUSAL	7	8	.2%	(MISS)
MISSING	8	127	2.4%	(MISS)
LEGITIMATE SKIP	9	3307	63.7%	(MISS)
TOTALS:		5193	100.0%	100.0%

Question GSTYPE — Tape Pos. 276-276 Format: I1

GSTYPE GRADE SPAN OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
P or K or 1 through 8	1	330	6.4%	6.6%
P or K or 1 through 12	2	201	3.9%	4.0%
6 or 7 or 8 through 12	3	406	7.8%	8.1%
3 or 4 or 5 through 8	4	216	4.2%	4.3%
6 through 8	5	1422	27.4%	28.5%
7 through 8	6	1233	23.7%	24.7%
7 through 9/8 through 8	7	1190	22.9%	23.8%
RESERVED CODES:				
MISSING	8	195	3.8%	(MISS)
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSCTRL — Tape Pos. 277-277 Format: I1

GSCTRL SCHOOL CONTROL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Public school	1	4629	89.1%	89.1%
Catholic school	2	187	3.6%	3.6%
Private, Other Religious Affiliation	3	161	3.1%	3.1%
Private, No Religious Affiliation	4	216	4.2%	4.2%
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYSCENRL Tape Pos: 278-278 Format: I1

BYSCENRL TOTAL SCHOOL ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1-199 students	1	155	3.0%	3.0%
200-399	2	549	10.6%	10.6%
400-599	3	1015	19.5%	19.5%
600-799	4	1245	24.0%	24.0%
800-999	5	932	17.9%	17.9%
1000-1199	6	589	11.3%	11.3%
1200+	7	708	13.6%	13.6%
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GBENROL Tape Pos: 279-279 Format: I1

GBENROL 8TH GRADE ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1-49 students	1	422	8.1%	8.1%
50-99	2	436	8.4%	8.4%
100-199	3	995	19.2%	19.2%
200-299	4	1259	24.2%	24.2%
300-399	5	1022	19.7%	19.7%
400+	6	1060	20.4%	20.4%
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GBURBAN Tape Pos: 280-280 Format: I1

GBURBAN COMPOSITE URBANICITY OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Urban	1	1591	30.6%	30.6%
Suburban	2	2356	45.3%	45.3%
Rural	3	1247	24.0%	24.0%
TOTALS:		5193	100.0%	100.0%

Question GBREGON Tape Pos: 281-281 Format: I1

GBREGON COMPOSITE GEOGRAPHIC REGION OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Northeast - New England and Middle Atlantic states	1	936	18.0%	18.1%
North Central - East North Central and West North Central states	2	1140	22.0%	22.0%
South - South Atlantic, East South Central, and West South Central states	3	1961	37.8%	37.8%
West - Mountain and Pacific states	4	1144	22.0%	22.1%
RESERVED CODES:				
MISSING	8	12	.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GBMINOR Tape Pos: 282-282 Format: I1

GBMINOR PERCENT MINORITY IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	0	418	8.1%	8.2%
1-5%	1	1031	19.9%	20.3%
6-10%	2	586	11.3%	11.5%
11-20%	3	711	13.7%	14.0%
21-40%	4	930	17.9%	18.3%
41-60%	5	495	9.5%	9.7%
61-90%	6	505	9.7%	9.9%
91-100%	7	409	7.9%	8.0%
RESERVED CODES:				
MISSING	8	107	2.1%	(MISS)
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GBLUNCH Tape Pos: 283-283 Format: I1

GBLUNCH PERCENT RECEIVING FREE LUNCH IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	0	627	12.1%	12.2%
1-5%	1	688	13.2%	13.4%
6-10%	2	565	10.9%	11.0%
11-20%	3	904	17.4%	17.6%
21-30%	4	776	14.9%	15.1%
31-50%	5	809	15.6%	15.8%
51-75%	6	532	10.2%	10.4%
76-100%	7	229	4.4%	4.5%
RESERVED CODES:				
MISSING	8	63	1.2%	(MISS)
TOTALS:		5193	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Appendix M

Course Level Subset Codebook

Question STU_ID Tape Pos. 1-7 Format: I7

STU_ID = STUDENT PUBLIC RELEASE ID

Question SCH_ID Tape Pos. 1-5 Format: I5

SCH_ID = SCHOOL PUBLIC RELEASE ID

Question SSTRATID Tape Pos. 1-2 Format: I2

SSTRATID = SUPERSTRATUM PUBLIC RELEASE ID

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question SUBJECT Tape Pos. 8-8 Format: A1

SUBJECT SUBJECT CODE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
English	E	3471	25.6%	25.6%
Social Studies/History	H	3225	23.8%	23.8%
Math	M	3676	27.1%	27.1%
Science	S	3198	23.6%	23.6%
TOTALS:		13570	100.0%	100.0%

Question TEACH Tape Pos. 9-10 Format: I2

TEACH TEACHER NUMBER

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	1	2949	21.7%	21.7%
	2	2576	19.0%	19.0%
	3	1811	13.3%	13.3%
	4	1596	11.8%	11.8%
	5	1356	10.0%	10.0%
	6	1132	8.3%	8.3%
	7	745	5.5%	5.5%
	8	543	4.0%	4.0%
	9	328	2.4%	2.4%
	10	192	1.4%	1.4%
	11	136	1.0%	1.0%
	12	70	.5%	.5%
	13	58	.4%	.4%
	14	45	.3%	.3%
	15	20	.1%	.1%
	16	7	.1%	.1%
	17	4	.0%	.0%
	18	2	.0%	.0%
	19	1	.0%	.0%
TOTALS:		13570	100.0%	100.0%

Question CLASS Tape Pos. 11-12 Format: I2

CLASS CLASS NUMBER

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	1	5084	37.5%	38.1%
	2	3590	26.5%	26.9%
	3	2357	17.4%	17.6%
	4	1494	11.0%	11.2%
	5	664	4.9%	5.0%
	6	144	1.1%	1.1%
	7	11	.1%	.1%
	8	6	.0%	.0%
	9	4	.0%	.0%
	10	1	.0%	.0%
RESERVED CODES: MISSING	98	205	1.5%	(MISS)
TOTALS:		13570	100.0%	100.0%

PART II. CLASS INFORMATION

Please answer the following questions for each class class designated on the front cover of the questionnaire.

Question 2_1

What is the title and period or hour of the class?

Question COURSE

(Refer to Question 2_1)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question PERIOD Tape Pos. 28-29 Format: A5

PERIOD PERIOD OR HOUR OF CLASS

What is the title and period or hour of this class?

(Refer to Question 2_1)

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

Question 2_2 — Tape Pos: 30-30, Format: I1

BYT2_2 ACHIEVEMENT LEVEL-THIS CLASS VS AVERAGE

Which of the following best describes the achievement level of the 8th graders in this class, compared with the average 8th grade student in this school?

This class consists primarily of students with: (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Higher achievement levels	1	3128	23.1%	23.7%
Average achievement levels	2	4954	36.5%	37.6%
Lower achievement levels	3	2923	21.5%	22.2%
Widely differing achievement levels	4	2167	16.0%	16.5%
RESERVED CODES:				
DON'T KNOW	6	8	.1%	(MISS)
REFUSAL	7	14	.1%	(MISS)
MISSING	8	376	2.8%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_3 — Tape Pos: 31-32, Format: I2

BYT2_3 NUMBER OF STUDENTS ENROLLED IN CLASS

How many students are enrolled in this class?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	1	15	.1%	.1%
	2	13	.1%	.1%
	3	22	.2%	.2%
	4	31	.2%	.2%
	5	39	.3%	.3%
	6	57	.4%	.4%
	7	70	.5%	.5%
	8	82	.6%	.6%
	9	103	.8%	.8%
	10	135	1.0%	1.0%
	11	140	1.0%	1.1%
	12	197	1.5%	1.5%
	13	186	1.4%	1.4%
	14	212	1.6%	1.6%
	15	326	2.4%	2.5%
	16	307	2.3%	2.3%
	17	330	2.4%	2.5%
	18	418	3.1%	3.2%
	19	428	3.2%	3.3%
	20	591	4.4%	4.5%
	21	569	4.2%	4.3%
	22	711	5.2%	5.4%
	23	747	5.5%	5.7%
	24	856	6.3%	6.5%
	25	922	6.8%	7.0%
	26	888	6.5%	6.7%
	27	832	6.1%	6.3%
	28	808	6.0%	6.1%
	29	644	4.7%	4.9%
	30	758	5.6%	5.8%
	31	443	3.3%	3.4%
	32	426	3.1%	3.2%
	33	321	2.4%	2.4%
	34	216	1.6%	1.6%
	35	127	.9%	1.0%
	36	89	.7%	.7%
	37	41	.3%	.3%
	38	23	.2%	.2%
	39	22	.2%	.2%
	40	11	.1%	.1%
	41	3	.0%	.0%
	42	5	.0%	.0%
	43	1	.0%	.0%
	44	1	.0%	.0%
	45	1	.0%	.0%
	46	1	.0%	.0%
	49	1	.0%	.0%
RESERVED CODES:				
DON'T KNOW	96	6	.0%	(MISS)
REFUSAL	97	18	.1%	(MISS)
MISSING	98	378	2.8%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_4 — Tape Pos: 33-33, Format: I1

BYT2_4 LANGUAGE OTHER THAN ENGLISH?

Do you teach any part of this class in a language other than English? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	83	.6%	.6%
No	2	13134	96.8%	99.4%
RESERVED CODES:				
REFUSAL	7	13	.1%	(MISS)
MISSING	8	340	2.5%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_5 — Tape Pos: 34-35, Format: I2

BYT2_5 WHAT LANGUAGE OTHER THAN ENGLISH

What language is that?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
French	1	1	.0%	1.2%
German	2	2	.0%	2.4%
Greek	3	0	.0%	.0%
Italian	4	0	.0%	.0%
Polish	5	0	.0%	.0%
Portuguese	6	0	.0%	.0%
Spanish	7	77	.6%	93.8%
Chinese	8	0	.0%	.0%
Japanese	9	0	.0%	.0%
Korean	10	0	.0%	.0%
A Filipino language	11	1	.0%	1.2%
An Indochinese language	12	0	.0%	.0%
Other language	13	1	.0%	1.2%
RESERVED CODES:				
REFUSAL	97	13	.1%	(MISS)
MISSING	98	341	2.5%	(MISS)
LEGITIMATE SKIP	99	13134	96.8%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_6 Tape Pos: 36-37 Format: I2

BYT2_6 NUMBER OF LEP STUDENTS IN CLASS

How many Limited English Proficiency (LEP) students are assigned to this class? (See Part 1 Question 12 NOTE for definition.)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	11452	84.4%	88.4%
	1	658	4.9%	5.1%
	2	323	2.4%	2.5%
	3	150	1.1%	1.2%
	4	88	.7%	.8%
	5	52	.4%	.4%
	6	38	.3%	.3%
	7	23	.2%	.2%
	8	11	.1%	.1%
	9	21	.2%	.2%
	10	27	.2%	.2%
	11	6	.0%	.0%
	12	9	.1%	.1%
	13	9	.1%	.1%
	14	6	.0%	.0%
	15	16	.1%	.1%
	16	2	.0%	.0%
	17	5	.0%	.0%
	18	10	.1%	.1%
	19	7	.1%	.1%
	20	4	.0%	.0%
	21	3	.0%	.0%
	22	3	.0%	.0%
	23	1	.0%	.0%
	24	2	.0%	.0%
	25	3	.0%	.0%
	26	1	.0%	.0%
	27	2	.0%	.0%
	28	1	.0%	.0%
	29	1	.0%	.0%
	30	2	.0%	.0%
	32	2	.0%	.0%
	34	1	.0%	.0%
	35	2	.0%	.0%
	36	1	.0%	.0%
	40	1	.0%	.0%
RESERVED CODES:				
DON'T KNOW	96	39	.3%	(MISS)
REFUSAL	97	22	.2%	(MISS)
MISSING	98	554	4.1%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_7H Tape Pos: 38-39 Format: I2

BYT2_7H HOW MUCH HOMEWORK PER WEEK - HOURS

Approximately how much homework do you assign each week? (Hours)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	1106	8.2%	8.4%
	1	4426	32.6%	33.7%
	2	4444	32.7%	33.8%
	3	1589	11.7%	12.1%
	4	709	5.2%	5.4%
	5	622	4.6%	4.7%
	6	117	.9%	.9%
	7	36	.3%	.3%
	8	32	.2%	.2%
	10	48	.4%	.4%
	12	3	.0%	.0%
RESERVED CODES:				
DON'T KNOW	96	10	.1%	(MISS)
REFUSAL	97	19	.1%	(MISS)
MISSING	98	409	3.0%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_7M Tape Pos: 40-41 Format: I2

BYT2_7M HOW MUCH HOMEWORK PER WEEK - MINUTES

Approximately how much homework do you assign each week? (plus minutes)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	7470	55.0%	56.9%
	2	2	.0%	.0%
	3	1	.0%	.0%
	5	19	.1%	.1%
	8	1	.0%	.0%
	9	1	.0%	.0%
	10	72	.5%	.5%
	15	520	3.8%	4.0%
	20	334	2.5%	2.5%
	21	1	.0%	.0%
	22	1	.0%	.0%
	25	30	.2%	.2%
	30	3919	28.9%	29.8%
	35	8	.1%	.1%
	40	375	2.8%	2.9%
	41	1	.0%	.0%
	45	282	2.2%	2.2%
	48	3	.0%	.0%
	50	79	.6%	.6%
	55	3	.0%	.0%
RESERVED CODES:				
DON'T KNOW	96	10	.1%	(MISS)
REFUSAL	97	19	.1%	(MISS)
MISSING	98	409	3.0%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_8

How often do you do each of the following with homework assignments? (CIRCLE ONE EACH)

Question 2_8A Tape Pos: 42-42 Format: I1

BYT2_8A KEEP RECORDS OF WHO TURNED IN HOMEWORK

Keep records of who turned in the assignment

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
All the time	1	10095	74.4%	76.8%
Most of the time	2	2418	17.8%	18.4%
Some of the time	3	448	3.3%	3.4%
Never	4	186	1.4%	1.4%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	405	3.0%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_8)

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

Question 2_8B Tape Pos. 43-43 Format: I1

BYT2_8b RETURN HOMEWORK WITH GRADES, CORRECTIONS

Return assignments with grades or corrections

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
All the time	1	6788	49.8%	51.8%
Most of the time	2	3682	27.1%	28.0%
Some of the time	3	2080	15.2%	15.7%
Never	4	623	4.6%	4.7%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	420	3.1%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_8)

Question 2_8C Tape Pos. 44-44 Format: I1

BYT2_8C DISCUSS HOMEWORK ASSIGNMENT IN CLASS

Discuss the assignment in class

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
All the time	1	8859	65.3%	67.4%
Most of the time	2	3456	25.5%	26.3%
Some of the time	3	681	5.0%	5.2%
Never	4	152	1.1%	1.2%
RESERVED CODES:				
REFUSAL	7	18	.1%	(MISS)
MISSING	8	404	3.0%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_8)

Question 2_9

What use do you make of the following instructional materials? (CIRCLE ONE EACH)

Question 2_9A Tape Pos. 45-45 Format: I1

BYT2_9A USE TEACHER MAKES OF TEXTBOOKS

Textbooks

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	11272	83.1%	86.0%
Secondary resource used occasionally	2	1351	10.0%	10.3%
Rarely used	3	277	2.0%	2.1%
Not used	4	210	1.5%	1.6%
RESERVED CODES:				
REFUSAL	7	20	.1%	(MISS)
MISSING	8	440	3.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_9)

Question 2_9B Tape Pos. 46-46 Format: I1

BYT2_9B USE OF OTHER READING MATERIALS

Reading materials other than textbooks

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	2081	15.3%	16.1%
Secondary resource used occasionally	2	7521	55.4%	58.1%
Rarely used	3	2326	17.1%	18.0%
Not used	4	1006	7.4%	7.8%
RESERVED CODES:				
REFUSAL	7	20	.1%	(MISS)
MISSING	8	616	4.5%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_9)

Question 2_9C Tape Pos. 47-47 Format: I1

BYT2_9C USE OF AUDIO-VISUAL MATERIALS

Audio-visual materials

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	1896	14.0%	14.7%
Secondary resource used occasionally	2	7272	53.6%	56.3%
Rarely used	3	2967	21.9%	23.0%
Not used	4	780	5.7%	6.0%
RESERVED CODES:				
REFUSAL	7	20	.1%	(MISS)
MISSING	8	635	4.7%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_9)

Question 2_9D Tape Pos. 48-48 Format: I1

BYT2_9D USE OF OTHER INSTRUCTIONAL MATERIALS

Other

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Primary resource used frequently	1	1313	9.7%	10.2%
Secondary resource used occasionally	2	4582	33.8%	35.4%
Rarely used	3	2383	17.6%	18.4%
Not used	4	4655	34.3%	36.0%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	20	.1%	(MISS)
MISSING	8	616	4.5%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_9)

Question 2_10

Which textbook (or commercially prepared workbook) constitutes the PRIMARY source that you use in this class?

Question 2_10A

TITLE

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_10B

AUTHOR(S)

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_10C

PUBLISHER

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_10D

PUBLICATION DATE

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_10E

EDITION

(Refer to Question 2_10)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 2_11 Tape Pos: 49-50 Format: I2

BYT2_11 PERCENTAGE OF TEXTBOOK COVERED IN COURSE

Approximately what percentage of this textbook/workbook will you 'cover' in this course? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
0 - 49%	1	1045	7.7%	8.1%
50 - 59%	2	1389	10.1%	10.7%
60 - 69%	3	1330	9.8%	10.4%
70 - 79%	4	2118	15.6%	16.5%
80 - 89%	5	3552	26.2%	27.6%
90 - 99%	6	2488	18.3%	19.4%
100%	7	947	7.0%	7.4%
RESERVED CODES:				
DON'T KNOW	96	20	.1%	(MISS)
REFUSAL	97	24	.2%	(MISS)
MISSING	98	504	3.7%	(MISS)
LEGITIMATE SKIP	99	173	1.3%	(MISS)
TOTALS:		13870	100.0%	100.0%

Question 2_12

Please give your opinion about each of the following statements related to this textbook/workbook. (CIRCLE ONE EACH)

Question 2_12A Tape Pos: 51-51 Format: I1

BYT2_12A TEXTBOOK LEVEL TOO DIFFICLT FOR STUDENTS

This textbook is at a reading level which is too difficult for most of my students.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	486	3.4%	3.6%
Agree	2	1537	11.3%	11.9%
No opinion	3	442	3.3%	3.4%
Disagree	4	7543	55.6%	58.5%
Strongly disagree	5	2914	21.5%	22.6%
RESERVED CODES:				
DON'T KNOW	6	6	.0%	(MISS)
REFUSAL	7	23	.2%	(MISS)
MISSING	8	466	3.4%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 2_12)

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

Question 3_12B — Tape Pos: 83-83, Format: I1

BYT2_12B TEXTBOOK DEVELOPS PROBLEM-SOLVING SKILLS

This textbook helps develop problem-solving skills.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	1303	9.6%	10.2%
Agree	2	6882	50.5%	53.4%
No opinion	3	1621	11.9%	12.6%
Disagree	4	2578	19.0%	20.1%
Strongly disagree	5	484	3.6%	3.8%
RESERVED CODES:				
DON'T KNOW	6	7	.1%	(MISS)
REFUSAL	7	28	.2%	(MISS)
MISSING	8	530	3.9%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 3_12)

Question 3_12C — Tape Pos: 83-83, Format: I1

BYT2_12C TEXTBOOK EXPLAINS CONCEPTS CLEARLY

This textbook explains concepts clearly.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	1819	13.4%	14.2%
Agree	2	8385	61.8%	65.4%
No opinion	3	752	5.5%	5.9%
Disagree	4	1643	12.1%	12.8%
Strongly disagree	5	228	1.7%	1.8%
RESERVED CODES:				
DON'T KNOW	6	9	.1%	(MISS)
REFUSAL	7	25	.2%	(MISS)
MISSING	8	536	3.9%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 3_12)

Question 3_12D — Tape Pos: 84-84, Format: I1

BYT2_12D TEXTBOOK HAS GOOD SUGGESTIONS FOR HOMEWK

This textbook provides good suggestions for homework assignments.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	1920	14.1%	15.0%
Agree	2	6763	49.8%	52.7%
No opinion	3	1288	9.6%	10.1%
Strongly disagree	4	2309	17.0%	18.0%
RESERVED CODES:	5	547	4.0%	4.3%
DON'T KNOW	6	7	.1%	(MISS)
REFUSAL	7	26	.2%	(MISS)
MISSING	8	527	3.9%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 3_12)

Question 3_12E — Tape Pos: 85-85, Format: I1

BYT2_12E TEXTBOOK COVERS SUBJECT AREA WELL

This textbook does a good job covering the subject area.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	2614	19.3%	20.3%
Agree	2	7784	57.4%	60.5%
No opinion	3	596	4.4%	4.6%
Disagree	4	1584	11.7%	12.3%
Strongly disagree	5	284	2.1%	2.2%
RESERVED CODES:				
DON'T KNOW	6	6	.0%	(MISS)
REFUSAL	7	25	.2%	(MISS)
MISSING	8	504	3.7%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 3_12)

Question 3_12F — Tape Pos: 86-86, Format: I1

BYT2_12F TEXTBOOK INTERESTING TO MOST STUDENTS

This textbook is considered interesting by most students in the class.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Strongly agree	1	622	4.5%	4.8%
Agree	2	4726	34.8%	36.8%
No opinion	3	3033	22.4%	23.6%
Disagree	4	3578	26.4%	27.8%
Strongly disagree	5	886	6.5%	6.9%
RESERVED CODES:				
DON'T KNOW	6	10	.1%	(MISS)
REFUSAL	7	25	.2%	(MISS)
MISSING	8	513	3.8%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 3_12)

Question 3_13

Indicate the persons or groups who helped determine that you would use this particular textbook/workbook in this class. (CIRCLE ALL THAT APPLY)

Question 3_13A — Tape Pos: 87-87, Format: I1

BYT2_13A TEACHER HELPED DETERMINE USE OF TEXTBOOK

I did

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	5020	37.0%	39.0%
No	2	7855	57.9%	61.0%
RESERVED CODES:				
DON'T KNOW	6	97	.7%	(MISS)
REFUSAL	7	33	.2%	(MISS)
MISSING	8	402	3.0%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 3_13)

Question 2_13B — Tape Pos: 58-58, Format: I1

BYT2_13B PRINCIPAL HELPED DETERMINE USE OF TEXTBK

The principal

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1812	13.4%	14.1%
No	2	11062	81.5%	85.9%
RESERVED CODES:				
DON'T KNOW	6	98	.7%	(MISS)
REFUSAL	7	23	.2%	(MISS)
MISSING	8	402	3.0%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13C — Tape Pos: 59-59, Format: I1

BYT2_13C TEACHER GROUP DETERMINED USE OF TEXTBOOK

A group of teachers from this school

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	6110	45.0%	47.5%
No	2	6765	49.9%	52.5%
RESERVED CODES:				
DON'T KNOW	6	97	.7%	(MISS)
REFUSAL	7	23	.2%	(MISS)
MISSING	8	402	3.0%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13D — Tape Pos: 60-60, Format: I1

BYT2_13D DEPT HEAD HELPED DETERMINE USE OF TEXTBK

Department Head

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	4376	32.2%	34.0%
No	2	8499	62.6%	66.0%
RESERVED CODES:				
DON'T KNOW	6	97	.7%	(MISS)
REFUSAL	7	23	.2%	(MISS)
MISSING	8	402	3.0%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13E — Tape Pos: 61-61, Format: I1

BYT2_13E DISTRICT COMMITTEE DETERMINE USE OF TEXT

A district-wide textbook adoption committee

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	7067	52.1%	54.9%
No	2	5807	42.8%	45.1%
RESERVED CODES:				
DON'T KNOW	6	98	.7%	(MISS)
REFUSAL	7	23	.2%	(MISS)
MISSING	8	402	3.0%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13F — Tape Pos: 62-62, Format: I1

BYT2_13F STATE COMMITTEE DETERMINED USE OF TEXTBK

A state-wide textbook adoption committee

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2274	16.8%	17.7%
No	2	10598	78.1%	82.3%
RESERVED CODES:				
DON'T KNOW	6	102	.8%	(MISS)
REFUSAL	7	23	.2%	(MISS)
MISSING	8	402	3.0%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_13)

Question 2_13G — Tape Pos: 63-63, Format: I1

BYT2_13G OTHER HELPED DETERMINE USE OF TEXTBOOK

Other

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	948	7.0%	7.4%
No	2	11926	87.9%	92.6%
RESERVED CODES:				
DON'T KNOW	6	98	.7%	(MISS)
REFUSAL	7	23	.2%	(MISS)
MISSING	8	402	3.0%	(MISS)
LEGITIMATE SKIP	9	173	1.3%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_13)

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

Question 2_14 — Tape Pos. 64-64, Format: I1

BYT2_14 HOW PREPARD TEACHR FEELS TO TEACH COURSE

How adequately prepared do you feel to teach the subject matter covered in this course? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Very well prepared	1	9726	71.7%	73.8%
Well prepared	2	2500	18.4%	18.0%
Adequately prepared	3	783	5.8%	5.9%
Somewhat prepared	4	156	1.1%	1.2%
Totally unprepared	5	22	.2%	.2%
RESERVED CODES:				
REFUSAL	7	23	.2%	(MISS)
MISSING	8	360	2.7%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_15 — Tape Pos. 65-66, Format: I2

BYT2_15 NUMBER OF HOURS PER WEEK CLASS MEETS

Approximately how many hours per week does this class meet regularly (exclude lab periods)?

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
	0	4	.0%	.0%
	1	1	.0%	.0%
	2	93	.7%	.7%
	3	1035	7.6%	7.9%
	4	3823	28.2%	29.1%
	5	7943	58.5%	60.4%
	6	64	.5%	.5%
	7	68	.5%	.5%
	8	48	.4%	.4%
	10	48	.4%	.4%
RESERVED CODES:				
REFUSAL	97	20	.1%	(MISS)
MISSING	98	409	3.0%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 2_16

Indicate about how much time you spend each week doing each of the following with this class. (CIRCLE ONE EACH)

Question 2_16A — Tape Pos. 67-68, Format: I2

BYT2_16A PROVIDING INSTRUCTION TO WHOLE CLASS

Providing instruction to the class as a whole

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	86	.6%	.7%
Less than one hour	2	818	6.0%	6.2%
One hour	3	1926	14.2%	14.7%
Two hours	4	4335	31.9%	33.0%
Three hours	5	3829	28.0%	29.0%
Four hours	6	1469	10.8%	11.1%
Five or more hours	7	574	4.2%	4.4%
RESERVED CODES:				
DON'T KNOW	96	14	.1%	(MISS)
REFUSAL	97	30	.2%	(MISS)
MISSING	98	399	2.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16B — Tape Pos. 69-70, Format: I2

BYT2_16B PROVIDING INSTRUCTION TO SMALL GROUPS

Providing instruction to small groups of students

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	2378	17.5%	18.2%
Less than one hour	2	6274	46.2%	48.2%
One hour	3	2870	21.9%	22.8%
Two hours	4	824	6.8%	6.1%
Three hours	5	300	2.2%	2.3%
Four hours	6	93	.7%	.7%
Five or more hours	7	88	.6%	.7%
RESERVED CODES:				
DON'T KNOW	96	15	.1%	(MISS)
REFUSAL	97	30	.2%	(MISS)
MISSING	98	500	3.7%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16C — Tape Pos. 71-72, Format: I2

BYT2_16C PROVIDING INDIVIDUAL INSTRUCTION

Providing instruction to individual students

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	809	6.0%	6.2%
Less than one hour	2	6883	50.7%	52.7%
One hour	3	3585	26.4%	27.5%
Two hours	4	1136	8.4%	8.7%
Three hours	5	385	2.8%	2.9%
Four hours	6	129	1.0%	1.0%
Five or more hours	7	132	1.0%	1.0%
RESERVED CODES:				
DON'T KNOW	96	16	.1%	(MISS)
REFUSAL	97	30	.2%	(MISS)
MISSING	98	485	3.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16D — Tape Pos. 73-74, Format: I2

BYT2_16D TIME SPENT MAINTAINING ORDER/DISCIPLINE

Maintaining order/disciplining students

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	2334	17.2%	17.9%
Less than one hour	2	8360	61.6%	64.2%
One hour	3	1324	9.8%	10.2%
Two hours	4	397	2.9%	3.0%
Three hours	5	211	1.6%	1.6%
Four hours	6	163	1.2%	1.3%
Five or more hours	7	234	1.7%	1.8%
RESERVED CODES:				
DON'T KNOW	96	12	.1%	(MISS)
REFUSAL	97	33	.2%	(MISS)
MISSING	98	502	3.7%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16E Tape Pos: 75-76 Format: I2

BYT2_16E TIME SPENT ADMINISTERING TESTS/QUIZES

Administering tests or quizes

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	381	2.8%	2.7%
Less than one hour	2	7594	56.0%	55.3%
One hour	3	4464	32.9%	34.3%
Two hours	4	488	3.6%	3.7%
Three hours	5	77	.6%	.6%
Four hours	6	30	.2%	.2%
Five or more hours	7	33	.2%	.2%
RESERVED CODES:				
DON'T KNOW	96	8	.1%	(MISS)
REFUSAL	97	30	.2%	(MISS)
MISSING	98	497	3.7%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16F Tape Pos: 77-78 Format: I2

BYT2_16F TIME SPENT ON ADMINISTRATIVE TASKS

Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	1806	13.3%	13.9%
Less than one hour	2	10226	75.4%	78.6%
One hour	3	709	5.2%	5.4%
Two hours	4	161	1.2%	1.2%
Three hours	5	44	.3%	.3%
Four hours	6	16	.1%	.1%
Five or more hours	7	53	.4%	.4%
RESERVED CODES:				
DON'T KNOW	96	9	.1%	(MISS)
REFUSAL	97	30	.2%	(MISS)
MISSING	98	516	3.8%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_16)

Question 2_16G Tape Pos: 79-80 Format: I2

BYT2_16G TIME SPENT CONDUCTING LAB PERIODS

Conducting lab periods

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	9026	66.5%	69.5%
Less than one hour	2	1684	12.4%	13.0%
One hour	3	1262	9.4%	9.9%
Two hours	4	685	5.0%	5.3%
Three hours	5	199	1.5%	1.5%
Four hours	6	77	.6%	.6%
Five or more hours	7	34	.3%	.3%
RESERVED CODES:				
DON'T KNOW	96	6	.0%	(MISS)
REFUSAL	97	30	.2%	(MISS)
MISSING	98	547	4.0%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_16)

Question SUBJECT2 Tape Pos: 81-81 Format: A1

SUBJECT2 SUBJECT MATTER OF CLASS

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
English	E	3471	25.6%	25.6%
Social Studies/History	H	3225	23.8%	23.8%
Math	M	3678	27.1%	27.1%
Science	S	3198	23.6%	23.6%
TOTALS:		13570	100.0%	100.0%

THE REMAINDER OF PART TWO CONSISTS OF QUESTIONS THAT APPLY TO SPECIFIC SUBJECTS. For each class designated on the front cover, please answer only the questions that apply to the subject being taught in that class: English (Questions 17-19), Mathematics (Questions 20-22), Social Studies (Question 23), or Science (Questions 24-26).

ANSWER QUESTIONS 17-19 FOR ENGLISH CLASSES ONLY.

Question 2_17

Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All. (CIRCLE ONE EACH)

Question 2_17A Tape Pos: 82-82 Format: I1

BYT2_17A EMPHASIS GIVEN TO GRAMMAR

Grammar

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2505	18.5%	74.6%
Minor topic	2	656	4.8%	19.5%
Review topic only	3	183	1.3%	5.5%
Not covered at all	4	12	.1%	.4%
RESERVED CODES:				
DON'T KNOW	6	3	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	110	.8%	(MISS)
LEGITIMATE SKIP	9	10099	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_17)

Question 2_17B Tape Pos: 83-83 Format: I1

BYT2_17B EMPHASIS GIVEN TO LITERATURE

Literature

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1934	14.3%	57.9%
Minor topic	2	926	6.8%	27.7%
Review topic only	3	121	.9%	3.6%
Not covered at all	4	382	2.7%	10.8%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	124	.9%	(MISS)
LEGITIMATE SKIP	9	10099	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_17)

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

Question 3_17C — Tape Pos: 84-84, Format: I1

BYT2_17C EMPHASIS GIVEN TO COMPOSITION

Composition

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2588	18.9%	76.3%
Minor topic	2	734	5.4%	21.9%
Review topic only	3	41	.3%	1.2%
Not covered at all	4	19	.1%	.6%
RESERVED CODES:				
DON'T KNOW	6	3	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	114	.8%	(MISS)
LEGITIMATE SKIP	9	10069	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17D — Tape Pos: 85-85, Format: I1

BYT2_17D EMPHASIS GIVEN TO READING

Reading

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1489	10.8%	43.7%
Minor topic	2	1103	8.1%	33.0%
Review topic only	3	391	2.9%	11.7%
Not covered at all	4	388	2.8%	11.6%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	126	.9%	(MISS)
LEGITIMATE SKIP	9	10069	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17E — Tape Pos: 86-86, Format: I1

BYT2_17E EMPHASIS GIVEN TO STUDY SKILLS

Study Skills

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	625	4.6%	18.6%
Minor topic	2	1517	11.2%	45.2%
Review topic only	3	997	7.3%	29.7%
Not covered at all	4	214	1.6%	6.4%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	116	.9%	(MISS)
LEGITIMATE SKIP	9	10069	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_17)

Question 3_17F — Tape Pos: 87-87, Format: I1

BYT2_17F EMPHASIS GIVEN TO SPELLING

Spelling

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1384	10.2%	41.2%
Minor topic	2	1395	10.3%	41.5%
Review topic only	3	413	3.1%	12.3%
Not covered at all	4	158	1.1%	4.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	111	.8%	(MISS)
LEGITIMATE SKIP	9	10069	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_17)

Question 3_18

How often are the following types of literature used in making assignments to your students? (CIRCLE ONE EACH)

Question 3_18A — Tape Pos: 88-88, Format: I1

BYT2_18A HOW OFTEN FICTION USED IN ASSIGNMENTS

Fiction

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	1525	11.2%	45.6%
Some of the time	2	1446	10.7%	43.2%
Rarely	3	172	1.3%	5.1%
Never	4	202	1.5%	6.0%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	6	.0%	(MISS)
MISSING	8	119	.9%	(MISS)
LEGITIMATE SKIP	9	10069	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_18)

Question 3_18B — Tape Pos: 89-89, Format: I1

BYT2_18B HOW OFTEN POETRY USED IN ASSIGNMENTS

Poetry

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	136	1.0%	4.1%
Some of the time	2	1849	13.6%	55.6%
Rarely	3	1030	7.6%	31.0%
Never	4	311	2.3%	9.4%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	6	.0%	(MISS)
MISSING	8	138	1.0%	(MISS)
LEGITIMATE SKIP	9	10069	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_18)

Question 2_18C — Tape Pos: 80-80, Format: I1

BYT2_18C HOW OFTEN MYTHOLOGY USED IN ASSIGNMENTS

Mythology/folk tales

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	108	.8%	3.3%
Some of the time	2	1516	11.2%	45.7%
Rarely	3	1061	7.8%	32.0%
Never	4	629	4.6%	19.0%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	6	.0%	(MISS)
MISSING	8	148	1.1%	(MISS)
LEGITIMATE SKIP	9	10099	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18F — Tape Pos: 83-83, Format: I1

BYT2_18F HOW OFTEN EXPOSITORY TEXT USED IN ASSIGN

Expository text

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	313	2.3%	9.4%
Some of the time	2	1572	11.6%	47.3%
Rarely	3	1010	7.4%	30.4%
Never	4	426	3.1%	12.8%
RESERVED CODES:				
DON'T KNOW	6	4	.0%	(MISS)
REFUSAL	7	6	.0%	(MISS)
MISSING	8	140	1.0%	(MISS)
LEGITIMATE SKIP	9	10099	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18D — Tape Pos: 81-81, Format: I1

BYT2_18D HOW OFTEN BIOGRAPHY USED IN ASSIGNMENTS

Biography

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	161	1.2%	4.9%
Some of the time	2	1973	14.5%	59.4%
Rarely	3	814	6.0%	24.5%
Never	4	371	2.7%	11.2%
RESERVED CODES:				
REFUSAL	7	6	.0%	(MISS)
MISSING	8	146	1.1%	(MISS)
LEGITIMATE SKIP	9	10099	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18G — Tape Pos: 84-84, Format: I1

BYT2_18G HOW OFTEN OTHER NON-FICT USED IN ASSIGN

Other non-fiction

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	162	1.2%	4.9%
Some of the time	2	1727	12.7%	52.7%
Rarely	3	1009	7.4%	30.8%
Never	4	382	2.8%	11.6%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	6	.0%	(MISS)
MISSING	8	183	1.3%	(MISS)
LEGITIMATE SKIP	9	10099	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_18)

Question 2_18E — Tape Pos: 82-82, Format: I1

BYT2_18E HOW OFTEN DRAMA USED IN ASSIGNMENTS

Drama

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Majority of the time	1	168	1.2%	5.1%
Some of the time	2	1904	14.0%	57.4%
Rarely	3	817	6.0%	24.6%
Never	4	430	3.2%	13.0%
RESERVED CODES:				
REFUSAL	7	6	.0%	(MISS)
MISSING	8	146	1.1%	(MISS)
LEGITIMATE SKIP	9	10099	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_18)

Question 2_19 — Tape Pos: 85-86, Format: I2

BYT2_19 NO. OF BOOKS STUDENTS REQUIRED TO READ

In addition to full-length selections appearing in any textbook/workbook you may use, how many books will you require your students to read this school year? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	1	631	4.6%	18.6%
One	2	274	2.0%	8.2%
Two	3	487	3.6%	14.5%
Three	4	389	2.9%	11.6%
Four	5	534	3.9%	15.9%
Five or more	6	1035	7.6%	30.9%
RESERVED CODES:				
DON'T KNOW	96	2	.0%	(MISS)
REFUSAL	97	2	.0%	(MISS)
MISSING	98	117	.9%	(MISS)
LEGITIMATE SKIP	99	10099	74.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

ANSWER QUESTIONS 20-22 FOR MATHEMATICS CLASSES ONLY

Question 2_20

Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All. (CIRCLE ONE EACH)

Question 2_20A

Tape Pos: 97-97
Format: I1

BYT2_20A EMPHASIS GIVEN TO COMMON FRACTIONS

Common fractions

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2282	16.8%	63.9%
Minor topic	2	410	3.0%	11.5%
Review topic only	3	803	5.9%	22.5%
Not covered at all	4	77	.6%	2.2%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	10	.1%	(MISS)
MISSING	8	92	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20B

Tape Pos: 98-98
Format: I1

BYT2_20B EMPHASIS GIVEN TO DECIMAL FRACTIONS

Decimal fractions

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2181	16.1%	61.1%
Minor topic	2	547	4.0%	15.3%
Review topic only	3	724	5.3%	20.3%
Not covered at all	4	120	.9%	3.4%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	10	.1%	(MISS)
MISSING	8	92	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20C

Tape Pos: 99-99
Format: I1

BYT2_20C EMPHASIS GIVEN TO RATIO AND PROPORTION

Ratio and proportion

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2199	16.2%	61.8%
Minor topic	2	963	7.1%	27.0%
Review topic only	3	288	2.1%	8.1%
Not covered at all	4	123	.9%	3.4%
RESERVED CODES:				
REFUSAL	7	10	.1%	(MISS)
MISSING	8	93	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20D

Tape Pos: 100-100
Format: I1

BYT2_20D EMPHASIS GIVEN TO PERCENT

Percent

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2571	18.9%	72.1%
Minor topic	2	591	4.4%	16.6%
Review topic only	3	316	2.3%	8.9%
Not covered at all	4	88	.6%	2.5%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	10	.1%	(MISS)
MISSING	8	98	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20E

Tape Pos: 101-101
Format: I1

BYT2_20E EMPHASIS GIVEN TO MEASUREMENT

Measurement

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1269	9.4%	35.8%
Minor topic	2	1507	11.1%	42.2%
Review topic only	3	522	3.8%	14.6%
Not covered at all	4	271	2.0%	7.6%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	10	.1%	(MISS)
MISSING	8	95	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20F

Tape Pos: 103-103
Format: I1

BYT2_20F EMPHASIS GIVEN TO GEOMETRY

Geometry

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1704	12.6%	47.7%
Minor topic	2	1317	9.7%	36.9%
Review topic only	3	262	1.9%	7.3%
Not covered at all	4	286	2.1%	8.0%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	10	.1%	(MISS)
MISSING	8	95	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20I

Tape Pos: 108-108
Format: I1

BYT2_20I EMPHASIS GIVEN TO PROBABILITY/STATISTICS

Probability and statistics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	669	4.9%	18.8%
Minor topic	2	1509	11.1%	42.5%
Review topic only	3	280	2.1%	7.9%
Not covered at all	4	1094	8.1%	30.8%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	10	.1%	(MISS)
MISSING	8	112	.8%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20G

Tape Pos: 103-103
Format: I1

BYT2_20G EMPHASIS GIVEN TO ALGEBRA

Algebra (formulas and equations)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2063	15.2%	67.8%
Minor topic	2	1049	7.7%	29.4%
Review topic only	3	93	.7%	2.6%
Not covered at all	4	365	2.7%	10.2%
RESERVED CODES:				
REFUSAL	7	10	.1%	(MISS)
MISSING	8	96	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20J

Tape Pos: 108-108
Format: I1

BYT2_20J EMPHASIS GIVEN TO PROBLEM SOLVING

Problem solving

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2647	19.5%	74.1%
Minor topic	2	839	6.2%	23.5%
Review topic only	3	60	.4%	1.7%
Not covered at all	4	25	.2%	.7%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	10	.1%	(MISS)
MISSING	8	93	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_20H

Tape Pos: 104-104
Format: I1

BYT2_20H EMPHASIS GIVEN TO INTEGERS

Integers

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	2397	17.7%	67.2%
Minor topic	2	775	5.7%	21.7%
Review topic only	3	167	1.2%	4.7%
Not covered at all	4	229	1.7%	6.4%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	10	.1%	(MISS)
MISSING	8	96	.7%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_20)

Question 2_21

Tape Pos: 107-107
Format: I1

BYT2_21 STUDENTS HAVE ACCESS TO SCHL CALCULATORS

Do your students have access to pocket or hand held calculators owned by the school for use in this class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1516	11.2%	42.7%
No	2	2037	15.0%	57.3%
RESERVED CODES:				
REFUSAL	7	10	.1%	(MISS)
MISSING	8	113	.8%	(MISS)
LEGITIMATE SKIP	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

Question 2_22 — Tape Pos: 108-108, Format: I1

BYT2_22 HOW OFTEN STUDENTS USE CALCULATORS

On the average, how often do your students use calculators (the school's or their own) in this class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Several times a week or more..	1	655	4.8%	18.5%
About once a week.....	2	617	4.5%	17.4%
Hardly ever or never.....	3	2268	16.7%	64.1%
RESERVED CODES:				
DON'T KNOW				
REFUSAL.....	6	2	.0%	(MISS)
MISSING.....	7	10	.1%	(MISS)
LEGITIMATE SKIP.....	8	124	.9%	(MISS)
	9	9894	72.9%	(MISS)
TOTALS:		13570	100.0%	100.0%

ANSWER QUESITON 23 FOR SOCIAL STUDIES CLASSES ONLY.

Question 2_23

Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All. (CIRCLE ONE EACH)

Question 2_23A — Tape Pos: 109-109, Format: I1

BYT2_23A EMPHASIS GIVEN TO STATE HISTORY IN CLASS

State history

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic.....	1	510	3.8%	16.3%
Minor topic.....	2	1169	8.6%	37.3%
Review topic only.....	3	621	4.6%	19.8%
Not covered at all.....	4	831	6.1%	26.5%
RESERVED CODES:				
REFUSAL.....	7	1	.0%	(MISS)
MISSING.....	8	93	.7%	(MISS)
LEGITIMATE SKIP.....	9	10345	76.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_23)

Question 2_23B — Tape Pos: 110-110, Format: I1

BYT2_23B EMPHASIS GIVEN TO U.S. HISTORY IN CLASS

United States or American history

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic.....	1	2868	18.9%	81.7%
Minor topic.....	2	310	2.3%	9.9%
Review topic only.....	3	159	1.2%	5.1%
Not covered at all.....	4	105	.8%	3.3%
RESERVED CODES:				
REFUSAL.....	7	1	.0%	(MISS)
MISSING.....	8	82	.6%	(MISS)
LEGITIMATE SKIP.....	9	10345	76.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_23)

Question 2_23C — Tape Pos: 111-111, Format: I1

BYT2_23C EMPHASIS GIVEN TO WORLD HISTORY IN CLASS

World or Western history

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic.....	1	238	1.7%	7.6%
Minor topic.....	2	1114	8.2%	35.9%
Review topic only.....	3	994	7.3%	32.0%
Not covered at all.....	4	763	5.6%	24.6%
RESERVED CODES:				
REFUSAL.....	7	1	.0%	(MISS)
MISSING.....	8	117	.9%	(MISS)
LEGITIMATE SKIP.....	9	10345	76.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_23)

Question 2_23D — Tape Pos: 112-112, Format: I1

BYT2_23D EMPHASIS GIVEN TO CIVICS/GOV'T IN CLASS

Civics/government

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic.....	1	1203	8.9%	38.3%
Minor topic.....	2	1533	11.3%	48.8%
Review topic only.....	3	290	2.1%	9.2%
Not covered at all.....	4	114	.8%	3.6%
RESERVED CODES:				
REFUSAL.....	7	1	.0%	(MISS)
MISSING.....	8	84	.6%	(MISS)
LEGITIMATE SKIP.....	9	10345	76.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_23)

Question 2_23E — Tape Pos: 113-113, Format: I1

BYT2_23E EMPHASIS GIVEN TO GEOGRAPHY IN CLASS

Geography

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic.....	1	905	6.9%	25.8%
Minor topic.....	2	1721	12.7%	84.8%
Review topic only.....	3	478	3.5%	13.2%
Not covered at all.....	4	138	1.0%	4.4%
RESERVED CODES:				
REFUSAL.....	7	5	.0%	(MISS)
MISSING.....	8	78	.6%	(MISS)
LEGITIMATE SKIP.....	9	10345	76.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_23)

Question 3_23F

Tape Pos: 114-114
Format: I1

BYT2_23F EMPHASIS GIVN TO CURRENT EVENTS IN CLASS

Current events

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	782	5.8%	24.9%
Minor topic	2	1849	13.6%	58.9%
Review topic only	3	415	3.1%	13.2%
Not covered at all	4	93	.7%	3.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	84	.6%	(MISS)
LEGITIMATE SKIP	9	10345	76.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_23)

Question 3_24A

Tape Pos: 117-117
Format: I1

BYT2_24A EMPHASIS GIVEN TO PLANTS IN CLASS

Plants

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	358	2.6%	11.6%
Minor topic	2	413	3.0%	13.4%
Review topic only	3	493	3.6%	16.0%
Not covered at all	4	1820	13.4%	59.0%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	106	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_24).

Question 3_23G

Tape Pos: 118-118
Format: I1

BYT2_23G EMPHASIS GIVEN TO ETHICS IN CLASS

Ethics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	284	2.1%	9.1%
Minor topic	2	1382	10.2%	44.4%
Review topic only	3	688	5.1%	22.1%
Not covered at all	4	757	5.6%	24.3%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	107	.8%	(MISS)
LEGITIMATE SKIP	9	10345	76.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_23)

Question 3_24B

Tape Pos: 118-118
Format: I1

BYT2_24B EMPHASIS GIVEN TO ANIMALS IN CLASS

Animals

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	422	3.1%	13.7%
Minor topic	2	444	3.3%	14.4%
Review topic only	3	470	3.5%	15.2%
Not covered at all	4	1748	12.9%	56.7%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	108	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_24)

Question 3_23H

Tape Pos: 118-118
Format: I1

BYT2_23H EMPHASIS GIVEN TO ECONOMICS IN CLASS

Economics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	309	2.3%	9.9%
Minor topic	2	1613	11.9%	51.8%
Review topic only	3	635	4.7%	20.3%
Not covered at all	4	567	4.2%	18.1%
RESERVED CODES:				
REFUSAL	7	5	.0%	(MISS)
MISSING	8	96	.7%	(MISS)
LEGITIMATE SKIP	9	10345	76.2%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_23)

Question 3_24C

Tape Pos: 119-119
Format: I1

BYT2_24C EMPHASIS GIVEN TO HUMAN BIOLOGY IN CLASS

Human biology

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	807	3.7%	18.4%
Minor topic	2	291	2.1%	9.4%
Review topic only	3	316	2.3%	10.2%
Not covered at all	4	1973	14.5%	63.9%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	103	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 3_24)

ANSWER QUESTIONS 24-39 FOR SCIENCE CLASSES ONLY.

Question 3_34

Indicate how much emphasis is given in this class to the following by circling whether each is a Major Topic, Minor Topic, Review Topic Only, or Not Covered at All. (CIRCLE ONE EACH)

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

Question 2_24D Tape Pos: 130-130 Format: I1

BYT2_24D EMPHASIS GIVEN TO GENETICS IN CLASS

Genetics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	224	1.7%	7.3%
Minor topic	2	442	3.3%	14.3%
Review topic only	3	274	2.0%	8.9%
Not covered at all	4	2144	15.8%	69.5%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	106	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24G Tape Pos: 133-133 Format: I1

BYT2_24G EMPHASIS GIVEN TO WEATHER IN CLASS

Weather

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1383	10.2%	44.9%
Minor topic	2	422	3.1%	13.7%
Review topic only	3	188	1.4%	6.1%
Not covered at all	4	1088	8.0%	35.3%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	109	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24E Tape Pos: 131-131 Format: I1

BYT2_24E EMPHASIS GIVN TO PERSONL HEALTH IN CLASS

Personal health

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	261	1.9%	8.6%
Minor topic	2	562	4.1%	18.4%
Review topic only	3	411	3.0%	13.5%
Not covered at all	4	1817	13.4%	59.6%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	139	1.0%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24H Tape Pos: 134-134 Format: I1

BYT2_24H EMPHASIS GIVEN TO ASTRONOMY IN CLASS

Astronomy or space

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1543	11.4%	50.2%
Minor topic	2	402	3.0%	13.1%
Review topic only	3	180	1.3%	5.9%
Not covered at all	4	951	7.0%	30.9%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	114	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24F Tape Pos: 132-132 Format: I1

BYT2_24F EMPHASIS GIVEN TO EARTH SCIENCE IN CLASS

Earth science or geology

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1730	12.7%	56.2%
Minor topic	2	224	1.7%	7.3%
Review topic only	3	182	1.3%	5.9%
Not covered at all	4	943	6.9%	30.6%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	111	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24I Tape Pos: 135-135 Format: I1

BYT2_24I EMPASIS GIVEN TO ELECTRICITY IN CLASS

Electricity or magnetism

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	985	7.1%	31.4%
Minor topic	2	700	5.2%	22.7%
Review topic only	3	357	2.6%	11.6%
Not covered at all	4	1055	7.8%	34.3%
RESERVED CODES:				
DON'T KNOW	6	2	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	112	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24J — Tape Pos: 126-126, Format: I1

BYT2_24J EMPHASIS GIVEN TO MECHANICS IN CLASS

Mechanics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	770	5.7%	28.1%
Minor topic	2	882	6.1%	15.3%
Review topic only	3	311	2.3%	10.1%
Not covered at all	4	1422	10.5%	46.4%
RESERVED CODES:				
DON'T KNOW	8	8	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	121	.9%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24M — Tape Pos: 129-129, Format: I1

BYT2_24M EMPHASIS GIVEN TO CHEMISTRY IN CLASS

Chemistry

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1490	11.0%	48.8%
Minor topic	2	934	6.9%	30.4%
Review topic only	3	279	2.1%	9.1%
Not covered at all	4	367	2.7%	12.0%
RESERVED CODES:				
DON'T KNOW	8	2	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	119	.9%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24K — Tape Pos: 127-127, Format: I1

BYT2_24K EMPHASIS GIVEN TO HEAT IN CLASS

Heat

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1018	7.5%	33.1%
Minor topic	2	922	6.8%	30.0%
Review topic only	3	307	2.3%	10.0%
Not covered at all	4	828	6.1%	26.9%
RESERVED CODES:				
DON'T KNOW	8	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	115	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24N — Tape Pos: 130-130, Format: I1

BYT2_24N EMPHASIS GIVEN TO ATOMIC THEORY IN CLASS

Atomic theory

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1360	10.0%	44.2%
Minor topic	2	937	6.9%	30.5%
Review topic only	3	315	2.3%	10.2%
Not covered at all	4	462	3.4%	15.0%
RESERVED CODES:				
DON'T KNOW	8	2	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	115	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24L — Tape Pos: 128-128, Format: I1

BYT2_24L EMPHASIS GIVEN TO OPTICS IN CLASS

Optics

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	653	4.8%	21.3%
Minor topic	2	748	5.5%	24.4%
Review topic only	3	334	2.5%	10.9%
Not covered at all	4	1338	9.9%	43.5%
RESERVED CODES:				
DON'T KNOW	8	8	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	115	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24O — Tape Pos: 131-131, Format: I1

BYT2_24O EMPHASIS GIVEN TO ENVIRONMENTAL SCIENCE

Environmental science

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	989	7.3%	32.2%
Minor topic	2	1184	8.7%	38.5%
Review topic only	3	337	2.5%	11.0%
Not covered at all	4	566	4.2%	18.4%
RESERVED CODES:				
DON'T KNOW	8	2	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	113	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_24)

NELS: 88 BASE YEAR TEACHER QUESTIONNAIRE (CLASS LEVEL)

Question 2_24P — Tape Pos: 132-132, Format: I1

BYT2_24P EMPHASIS GIVEN TO OCEANOGRAPHY IN CLASS

Oceanography

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	1121	8.3%	36.6%
Minor topic	2	648	4.8%	21.1%
Review topic only	3	201	1.5%	6.6%
Not covered at all	4	1095	8.1%	35.7%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	125	.9%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 2_24)

Question 2_24Q — Tape Pos: 133-133, Format: I1

BYT2_24Q EMPHASIS GIVEN TO SCIENCE/SOCIETY

Science and society

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Major topic	1	642	4.7%	20.5%
Minor topic	2	1841	11.4%	60.1%
Review topic only	3	433	3.2%	14.1%
Not covered at all	4	460	3.4%	15.0%
RESERVED CODES:				
DON'T KNOW	6	1	.0%	(MISS)
REFUSAL	7	7	.1%	(MISS)
MISSING	8	114	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13870	100.0%	100.0%

(Refer to Question 2_24)

Question 2_25 — Tape Pos: 134-134, Format: I1

BYT2_25 HOW OFTEN DEMONSTRATES SCIENCE EXPERIMNT

How often do you demonstrate a science experiment in class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Almost every day	1	414	3.1%	13.4%
About once a week	2	1630	12.0%	52.9%
About once a month	3	684	5.0%	22.2%
Less than once a month	4	302	2.2%	9.8%
Never	5	53	.4%	1.7%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	108	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13870	100.0%	100.0%

Question 2_26 — Tape Pos: 135-135, Format: I1

BYT2_26 HOW OFTEN STUDENTS CONDUCT EXPERIMENTS

How often do students conduct science experiments in this class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Almost every day	1	421	3.1%	13.7%
About once a week	2	1482	10.9%	48.2%
About once a month	3	609	4.5%	19.8%
Less than once a month	4	372	2.7%	12.1%
Never	5	191	1.4%	6.2%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	116	.9%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13870	100.0%	100.0%

Question 2_27

Indicate whether or not you have access to science laboratory facilities for your teaching in this class:

Question 2_27A — Tape Pos: 136-136, Format: I1

BYT2_27A ACCESS TO LAB IN REGULAR CLASSROOM

in your regular classroom.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	2245	16.5%	73.0%
No	2	831	6.1%	27.0%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	115	.8%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_27)

Question 2_27B — Tape Pos: 137-137, Format: I1

BYT2_27B ACCESS TO LAB OUTSIDE REGULAR CLASSROOM

outside your regular classroom.

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Yes	1	1082	8.0%	38.3%
No	2	1743	12.8%	61.7%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	368	2.7%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

(Refer to Question 2_27)

Question 3_28 Tape Pos: 138-138 Format: I1

BYT2_28 AMOUNT OF SCIENCE EQUIPMENT FOR USE

Which of the following best describes the science equipment you have for students in this class to use? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Each one usually has his/her own equipment	1	103	.8%	3.4%
One student usually shares with another	2	1161	8.6%	37.9%
Groups of students (3 or more) usually share equipment	3	1333	9.8%	43.4%
I have little or no equipment for students to use	4	470	3.5%	15.3%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	135	.9%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question 3_29 Tape Pos: 139-139 Format: I1

BYT2_29 CONDITION OF SCIENCE EQUIPMENT USED

What is the condition of the science equipment you use in this class? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Excellent	1	478	3.5%	15.5%
Good	2	1335	9.8%	43.4%
Fair	3	804	5.9%	26.1%
Poor	4	309	2.3%	10.0%
I have none	5	151	1.1%	4.9%
RESERVED CODES:				
REFUSAL	7	7	.1%	(MISS)
MISSING	8	116	.9%	(MISS)
LEGITIMATE SKIP	9	10372	76.4%	(MISS)
TOTALS:		13570	100.0%	100.0%

Question GSTYPE Tape Pos: 276-276 Format: I1

GSTYPE GRADE SPAN OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
P or K or 1 through 8	1	607	4.5%	4.8%
P or K or 1 through 12	2	345	2.5%	2.8%
6 or 7 or 8 through 12	3	870	6.4%	6.7%
3 or 4 or 5 through 8	4	608	4.5%	4.8%
6 through 8	5	4042	29.8%	30.9%
7 through 8	6	3577	26.4%	27.4%
7 through 9/8 through 9	7	3039	22.3%	23.2%
RESERVED CODES:				
MISSING	8	492	3.6%	(MISS)
TOTALS:		13570	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSCTRL Tape Pos: 277-277 Format: I1

GSCTRL SCHOOL CONTROL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Public school	1	12609	92.9%	92.9%
Catholic school	2	289	2.2%	2.2%
Private, Other Religious Affiliation	3	270	2.0%	2.0%
Private, No Religious Affiliation	4	392	2.9%	2.9%
TOTALS:		13570	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYSCENRL Tape Pos: 278-278 Format: I1

BYSCENRL TOTAL SCHOOL ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1-199 students	1	243	1.8%	1.8%
200-399	2	1252	9.2%	9.2%
400-599	3	2731	20.1%	20.1%
600-799	4	3448	25.4%	25.4%
800-999	5	2431	17.9%	17.9%
1000-1199	6	1631	12.0%	12.0%
1200+	7	1837	13.5%	13.5%
TOTALS:		13570	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSENROL Tape Pos: 279-279 Format: I1

GSENROL 8TH GRADE ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1-49 students	1	631	4.6%	4.8%
50-99	2	963	7.1%	7.1%
100-199	3	2764	20.3%	20.3%
200-299	4	3839	28.3%	28.1%
300-399	5	2868	21.1%	21.1%
400+	6	2817	20.8%	20.8%
TOTALS:		13570	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSURBAN Tape Pos: 280-280 Format: I1

GSURBAN COMPOSITE URBANICITY OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Urban	1	4123	30.4%	30.4%
Suburban	2	5989	44.1%	44.1%
Rural	3	3458	25.5%	25.5%
TOTALS:		13570	100.0%	100.0%

Question GSREGION Tape Pos: 381-381 Format: I1

GSREGION COMPOSITE GEOGRAPHIC REGION OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Northeast - New England and Middle Atlantic states	1	3273	18.8%	18.8%
North Central - East North Central and West North Central states	2	3883	22.0%	22.0%
South - South Atlantic, East South Central, and West South Central states	3	6402	36.8%	36.8%
West - Mountain and Pacific states	4	3686	21.3%	21.3%
RESERVED CODES:				
MISSING	8	36	.2%	(MISS)
TOTALS:		13870	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297

Question GSMINOR Tape Pos: 383-382 Format: I1

GSMINOR PERCENT MINORITY IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	0	896	6.5%	6.7%
1-5%	1	2787	20.5%	20.9%
6-10%	2	1524	11.2%	11.4%
11-20%	3	1886	13.8%	14.0%
21-40%	4	2440	18.0%	18.3%
41-60%	5	1409	10.4%	10.6%
61-90%	6	1351	10.0%	10.1%
91-100%	7	1058	7.8%	7.9%
RESERVED CODES:				
MISSING	8	239	1.8%	(MISS)
TOTALS:		13870	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSLUNCH Tape Pos: 383-383 Format: I1

GSLUNCH PERCENT RECEIVING FREE LUNCH IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
None	0	1287	9.5%	9.6%
1-5%	1	1873	13.8%	14.0%
6-10%	2	1498	11.0%	11.2%
11-20%	3	2371	17.5%	17.7%
21-30%	4	2138	15.7%	15.9%
31-60%	5	2208	16.3%	16.5%
61-75%	6	1428	10.5%	10.7%
76-100%	7	603	4.4%	4.5%
RESERVED CODES:				
MISSING	8	168	1.2%	(MISS)
TOTALS:		13870	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).